

The CATHOLIC SCHOOL JOURNAL

JUNE, 1939

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Your Building Number

AS A SPECIAL FEATURE of this June issue we have expanded the Fabric-of-the-School department to 19 pages featuring three recently constructed parish school buildings and several special articles on particular phases of construction and maintenance — Lighting of the School; Modern Plumbing Installation; and Proper Seating Equipment.

Discussions of the Principles of Catholic School Architecture by two well-known school architects, Mr. John J. Donovan of Berkeley, Calif., and Rev. Gilbert Winkelmann, O.S.B., of St. John's Abbey, Collegeville, Minn., will be helpful to all who are considering problems of planning a new building or modernizing an old building.

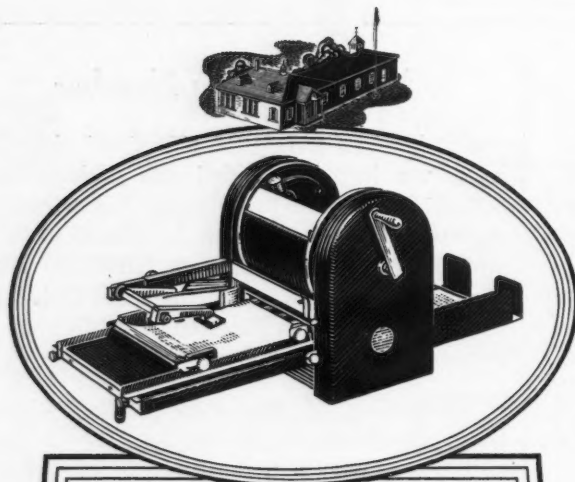
Every school must receive its annual house-cleaning during the summer months. Before you leave for your vacation make a report to the pastor on the repairs and alterations that are needed to make your building clean, safe, and sanitary.

Are the classroom seats comfortable and properly placed for light? Is artificial lighting adequate? Should the walls be washed or painted? Are there sufficient drinking fountains and washbasins in their proper location? Provision for washing the hands is entirely inadequate in some of our large parish schools. And how about the fire hazards that have been discussed frequently in these pages? It would be a good idea to ask your local fire department to inspect your building.

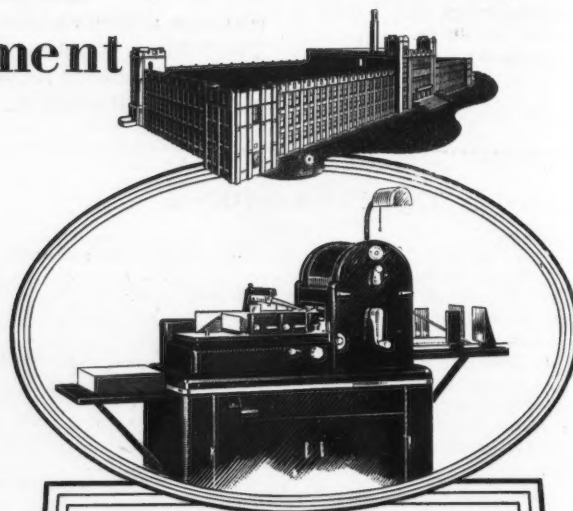
Pages 191 to 209 of this issue of THE CATHOLIC SCHOOL JOURNAL will call to your mind many of the points that should be considered in the annual health and safety inventory of your school building.

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The CATHOLIC SCHOOL JOURNAL

Vol. 39

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No. 6

Using Catholic Educational Research

Clement Holland, A.M.

ACCORDING to the last official Catholic Directory there are in this country more than 100 dioceses and archdioceses in which are located upwards of 7,800 elementary schools and 2,100 secondary schools. To furnish instructional service to the 2,000,000 elementary and 275,000 secondary pupils more than 70,000 teachers and an undetermined number of supervisory officers are required. These schools, pupils, and teachers, it must be remembered, are located in about 100 different diocesan school systems with the nature of their work at least partly determined by the philosophy, objectives, and point of view of those responsible for local diocesan school policies. In addition to the differential school organization arising from such decentralization there is also the further fact that Catholic schools in this country are staffed by more than 200 teaching orders of men and women and by secular priests and lay teachers who are in many cases subject to the administrative regulations and policies of their own special community. Apart from diocesan and community policy the parish priest in which a school is situated further determines to a large degree the organization and administration of the local parochial school.

One can readily see from the foregoing brief sketch the complex and varied forces at work to form a parochial-school system or systems in the United States, and it may be a good thing to have such differentiation, especially insofar as individual initiative is thus given a chance to create and develop progressive school practices. But it is precisely at this point that it seems that a new emphasis is now needed.

This new emphasis would consist of the collection, organization, distribution, and application of best current practice in the field of Catholic-school administration. Through research evaluation it would be possible even to develop new procedures from existing ones.

To make this need more clear one might

EDITOR'S NOTE. The need for such research as is discussed in this paper is practically self-evident. Some of it is actually being carried on and is being made available through this JOURNAL. The natural center for organizing this research or collecting its results to make them available where needed is the department of education of the National Catholic Welfare Conference. Father Johnson and his organization have an organization for this purpose which should be used more widely by the parishes throughout the nation.

cite an example where an Atlantic seaboard diocese had developed an excellent plan for financing its schools at the same time a far western diocese had developed a need for such a plan but no adequate centralizing agency existed to collect, organize, and evaluate and make possible distribution of effective school administrative practices to all interested in Catholic education.

Questions You Ask

Let us consider a few of these problems facing Catholic educators today which can be classified under the term *school administration* such as finance, buildings, organization, records, and such closely related fields as curriculum and supervision.

What is considered to be best practice in the matter of school organization for the parish school in the big city and in the small town or rural area? Where in the literature, research, or even in the statistical summaries, will we find this information even for current practices in some cases? Is the Catholic junior-high-school, the all-city high-school, or the all-city parochial-school district feasible? Where are they in operation and what are the results? How many Catholic educators have dug into the theses, studies, and other sources to summarize and bring up to date

all the information available on parochial-school organization as it exists throughout the land? Of course, one can cite a few texts, a few theses, a few articles, and some graduate schools where an attempt has been made to start this work and where good work has been accomplished but on a very restricted basis.

Do we have sufficient knowledge of our Catholic-school building problems such as their cost, utility, efficiency, use, need, condition, architecture, and maintenance?

If a parish pastor in Iowa contemplates a school building does he have available for his guidance the best and poorest practices of only his neighboring or diocesan school-building experiences, or does he have access to an organized literature based on years of careful research and study of this problem by students in this field? Is there available a tested and evaluated body of knowledge dealing with Catholic-school buildings? While the answer is partly obvious some would qualify their comment on this and other deficiencies mentioned in this paper by pointing out that there is no need for even *status quo* information on parochial-school buildings, organization, financing, and other administrative problems.

Such critics would admit that while it might be interesting for Catholic-school administrators to study and evaluate parochial-school building procedures, most of such details could be left to competent architects and contractors. The value of such information to them would be small and its need not apparent, at least not sufficiently so as to justify the energy required to acquire it.

Probably the clearest indication of the need for such information is based on the previously mentioned beginning of graduate and other studies and by the increasing interest in Catholic graduate schools.

One might even cite the tremendous amount of organized knowledge in public education, medicine, law, engineering, and

other fields to establish our need for similar effort.

Plan Before You Build

Another and very strong point in favor of the need for further study is to be found in the citation of instances where the existence or nonexistence of a tested body of knowledge and an awareness or nonawareness of best practice based on pooled experience resulted in marked gains or losses in educational opportunity for Catholic-school children.

Let us go back to the contemplated school of the Iowa pastor and ask if it is not important to know past and present community population trends based on cumulative census records before the building is constructed, in order that it may not be too large or too small. Will a present or future trend in the secondary curriculum such as a growing public request for certain commercial subjects have an effect on the building, or even limit its future usefulness? If a building suitable for a junior-high-school type of organization promises greater educational return, should not such a building be provided on the basis of existing evaluated evidence?

Now the final answers to some of these questions have not yet been found in public education where great amounts of money and time have been expended on them, but certainly progress has been made and buildings are being built to fit popula-

tion needs more efficiently than 100 years ago and to fit curriculum and organization requirements because more is known today about these problems than ever before.

The parochial schools need and can profitably use more objectively obtained evidence on the organization and administration of their institutions as a supplement to the worthy teaching they are now doing.

To conclude by glancing over what has been done in the field of financing the parochial school, one finds some able studies now beginning to appear on topics such as federal aid, and the financing of transportation. But how are tuition fees collected, and what sort of financial accounting and reporting system is best? Are procedures which are proved to be best made available to other schools? Can we render a satisfactory and convincing financial accounting to our supporters, the parents and tuition payers? In the matter of equipment, supplies, texts, and library books, how does the expenditure compare with the result? Are we interested, are we trying to find out, or is it not worth while?

What is Best Practice?

It seems that the answer to many of these questions is reasonably apparent, just as our future duty is also clear. Just as we will need to continue to know more about our schools through collection, research, and analysis and the making of this information available to our interested

professional and lay citizens so also will we be able to request and secure more support and respect for the Catholic school.

It is becoming increasingly clear that the development of the means whereby the end of Catholic education is attained are in need of more attention. For a parochial school to establish and maintain a good system of child accounting, a sound, businesslike financial accounting and reporting system, together with a carefully planned building program based on an analysis of parish need and ability need not conflict in any way with the ultimate aim of Catholic education. On the contrary the development of such techniques should help Catholic schools to attain their goal.

More Catholic universities need to broaden and in some cases to establish and develop research and teaching in the field of Catholic-school organization, administration, and supervision in order that deficiencies in these may not prevent us from reaching the true goal of Catholic education. Our decentralized diocesan school system is unquestionably making many excellent contributions to educational practices because such decentralization stimulates the local initiative of the diocesan supervisors, the parish priests, and the teaching orders; but let us exert greater effort to collect, organize, evaluate, and disseminate information about what is being done so that the parochial schools may benefit.

A Vocational Curriculum in a Catholic High School *Brother Oswald, C.F.X., M.A.*

IN 1930 when the depression began to eliminate boys of high-school age from gainful employment, the secondary schools, especially the Catholic secondary schools, had new problems to consider. The boys had to remain in school, and the schools had to provide courses adapted to their interests and capacity.

The Xaverian Brothers at Mt. St. Joseph's High School in Baltimore realized that, though they provided a four-year academic course and a two-year business course for students who elected the latter type of training in the last two years of high school, there still remained a need, especially for that percentage of boys whose interests lie more along mechanical than professional or business careers.

It became apparent that the number of failures in the first two years, particularly the first, was very large. The faculty at its meetings discussed its problems and concluded that as a Catholic high school its aim should be to serve all Catholic boys who seek higher education.

The school made a study of its failures and withdrawals; it sought a remedy, too,

for the retarded group. This group when classed with students of the upper mental level necessarily impedes their progress. It was found that the study would be incomplete without the co-operation of the homes of the pupils for whom the study was being made. To solicit the aid of the homes the school addressed to them the following questionnaire, introduced by a plea for frankness with the assurance that the answers would not be published:

Questionnaire

Is your son's failure and his leaving school due to:

1. Poor health? need at home? desire to be financially independent?
2. Difficulty in acquiring certain studies? which?
3. Insufficient home study? (a minimum of two and a half hours daily) a quiet place to study? a definite time to study?
4. Failure to get along with students or teachers?
5. Failure to appreciate efforts of home

and schools?

6. Desire for trade or courses not offered at Mt. St. Joseph?

7. Is he going to school now? where?

8. Did you make any effort to interview the school authorities when his interest began to lag?

9. Do you blame the school for his failure? if so, on what principle?

10. Did he lose interest in his studies for any reason not given in this questionnaire?

After a complete analysis of the gathered data, it appeared clearly that despite the traditional four-year academic course and business electives which the school offered, it was not satisfying the need which the times demanded.

The school seized the opportunity of extending its services to the community by opening a vocational department in September, 1932. Additional academic subjects also were introduced to make it possible to plan several distinct curriculums which at present include:



Activities at Mt. St. Joseph's High School, Baltimore, Md.—Upper left: In the metal shop. Lower left: Soldering mouse cages for Johns Hopkins University. Upper right: Twine weaving and wood polishing. Lower right: A section of the mechanical-drawing department.

The Academic Course

The required subjects in the regular academic course are: English (4),* mathematics (2), social studies (2), science (2), foreign language (2). Electives (4) to be chosen from: science, mathematics, social studies, and foreign languages.

Business-English Course

Required subjects: English (4), mathematics (1), social studies (2), science (1). Commercial electives (5) to be chosen from: typewriting, shorthand, business arithmetic, bookkeeping. Other electives (3) may be chosen from: foreign language, mathematics, science, and social studies.

The General Course

The new general course has the same required subjects and the same number of units of each as the business-English course. In addition it offers three units of major electives in mechanical arts; two units of minor electives in social studies and foreign language; and three units of other electives to be chosen from: mathematics, science, foreign language, or commercial subjects.

Students who now enter Mt. St. Joseph are given a battery of tests which form a fairly safe basis for placement. It does not follow, however, that a student once placed in any one of the curriculums must

remain there. The program is flexible enough to admit of changes. One of the desirable factors of the grouping plan is that it permits accelerated classes to progress unimpeded.

The general course which has its major in vocational subjects is an intensely busy and interesting part of the school's program. In the first year, students learn to handle a mechanical-drawing set and go

into the work of simple designing, lettering, and project work. This prepares them for their second-year work in the woodshop. Here students are taught the art of laying out stock, squaring, design cutting, wood turning, assembling, gluing, sandpapering, varnishing, polishing, twine weaving and twist weaving. Each student must design his project before he begins his work. An intelligent study of types and



The Woodworking Shop, Mt. St. Joseph's High School.

*Numbers in parentheses refer to the number of units required for graduation.

grades of wood also forms a part of the course. The displays of finished projects provides just reason for pride and satisfaction to students who might otherwise find school life a drudgery.

The third year in the vocational or industrial-arts department, as it is called, is given over to work in metal and electricity. Any one of the busy shopworkers will eagerly show and explain to a visitor the processes of tapping, peening, annealing, etching, pattern work, piercing, tempering, scrollwork, sweat soldering, riveting, and drill-press work. Here, as in the courses of the first two years, boys learn

to handle tools and machinery. Many students voluntarily remain long after school hours to work on favorite projects.

Students in the academic or business curriculum frequently elect, when they have an open period, some one of the industrial courses as a hobby. The second course in mechanical drawing is especially designed for students whose aim in college is engineering or the naval and military academies. This course is the fourth of the series.

While Mt. St. Joseph is not yet satisfied that it offers all that is desired, it nevertheless believes that Catholic students need

no longer leave the Catholic school to find their wants in technical or in trade schools. It becomes much easier for the school authorities to give Catholic parents fair assurance that the individual needs of their sons are given proper consideration.

The shops can be equipped and maintained for approximately the same cost as a science laboratory. To any Catholic school interested in the project, Mt. St. Joseph will confidently say, it is at least the beginning of a solution for the oft-repeated but seldom executed slogan: "Every Catholic boy in a Catholic high school."

Essentials in Teaching Religion

Rev. Felix M. Kirsch, O.M.Cap., Ph.D., Litt. D. *

THE Sisters in the Convent were heart-broken. Marjorie, their prize pupil in religion, was married to a divorced man in the Unitarian church. To think that Marjorie of all people should be capable of doing such a thing! Marjorie had won annually the gold medal in religion. For two years in succession she had even won first prize in the diocesan contest in religion, and now to have her end thus. The Sisters could not understand.

Yet, perhaps, the good Sisters should not have been surprised. Throughout the eight years that Marjorie had been in their school the teachers had been stressing primarily and almost exclusively the knowledge factor in religion. Their teaching was inspired by the heresy that knowledge is goodness.

An Old Heresy

But we must be fair to these Sisters. They are not at all the originators of that heresy. This heresy happens to be as old as the human race. Satan was guilty of that heresy when he tempted Eve to commit her first sin:

The woman said: "Of the fruit of the tree (of knowledge of good and evil) which is in the midst of paradise, God hath commanded us that we should not eat; and that we should not touch it lest we die." Then the serpent said to the woman: "No, you shall not die the death. For God doth know that in what day soever you shall eat thereof, your eyes shall be opened, and you shall be as gods knowing good and evil." And the woman saw that the tree was good to eat, and fair to the eyes, and delightful to behold; and she took of the fruit thereof, and did eat, and gave to her husband who did eat (Gen. 3:3-8).

The same heresy has been repeated down through the ages. It is the heresy that largely represents the philosophy of our public-school system, and, sad to say, the same heresy has not been inoperative

in our Catholic schools. Much of our teaching of religion seems to be based upon the belief that knowledge is the main thing; whereas, among the factors that control human conduct (habits, ideals, and knowledge), knowledge is the least important factor, while habits are the most important and ideals or attitudes are second in importance.

St. Bonaventure's definition of Faith might assist all teachers of religion in giving proper attention to all three factors. St. Bonaventure defines Faith thus: *Fides non est aliud nisi habitus quo intellectus noster voluntarie captivatur in obsequium Christi*. This definition recalls plainly the text from St. Paul: "Bringing into captivity every understanding unto the obedience of Christ" (2 Cor. 10:5). With St. Bonaventure, Faith is primarily a habit by which our intellect is voluntarily captivated for the service of Christ. The intellect is not ignored, but is related properly to the will.

Let none of us feel too secure with regard to avoidance of the heresy that knowledge is goodness. To be preserved from this heresy we must keep in mind the fact that Religion is not merely something to be learned. Rather, it is something to be lived. The end or objective of all instruction is implanting and developing a love which moves the individual to action.

Christ stresses the need of deeds rather than mere knowledge or even words: "My meat is to do the will of Him who sent me" (John 4:34); "I do always the things that please Him" (John 8:29); "Not everyone that saith to me, Lord, Lord, shall enter into the kingdom of My Father who is in heaven; but he that doth the will of My Father who is in heaven, he shall enter into the kingdom of heaven" (Matt. 7:21).

Modern psychology likewise insists on the importance of ideals and habits for shaping our lives. What Professor Rudolph Allers says (*Psychology of Character*, p. 190) of the training in natural virtues is

just as true of the training in the supernatural moral virtues:

The great business of training (in the natural virtues) . . . is first to lay before the child the best and noblest possible ideal; secondly, to get that ideal stamped into his mind in the concrete form of sound principles; thirdly, so firmly to establish the habit of acting according to those principles that it will last for the rest of his life.

Predominance of Habits

If you wish to find out for yourself what it is that is responsible for what you do, analyze any one hour of your waking day to discover the springs of your actions. Of course, when we try to trace the causes of our actions we are venturing into a complex field, where it is not possible to compute with mathematical exactness. Yet I make bold to say that the results of your findings may read something like this: Your habits are responsible for 95 per cent of your actions; your ideals (or attitudes) motivate 4 per cent of your actions; while your ideas (or principles) motivate only 1 per cent of your actions. We all know enough to get to heaven, but only those of us who put that knowledge into practice through good habits, shall ever get there.

In case any of you think that I am exaggerating the importance of habits you might consult the psychologist who is still considered our best authority on habit formation, William James. In his book, *Talks to Teachers* (pp. 65, 66), Professor James says:

Ninety-nine hundredths or, possibly nine hundred and ninety-nine thousandths of our activity is purely automatic and habitual, from our rising in the morning to our lying down each night. Our dressing and undressing, our eating and drinking, our greetings and partings, our hat raisings and giving way for ladies to precede, nay, even most of the forms of our common speech, are things of a type so fixed by repetition as almost to be classed as reflex actions. To each sort of impression we have an automatic, ready-made response.

*Professor of Religious Education at the Catholic University of America, and at Trinity College, Washington, D. C. Paper read at the recent convention of the N.C.E.A.

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So far as we are thus mere bundles of habit, we are stereotyped creatures, imitators and copiers of our past selves. And since this, under any circumstances, is what we always tend to become, it follows first of all that the teacher's prime concern should be to ingrain into the pupil that assortment of habits that shall be most useful to him throughout life. Education is for behavior, and habits are the stuff of which behavior consists.

If you will agree with me in recognizing the importance of habit you will have to find serious fault with the Catechism used most widely in the United States today, since this Catechism does not even mention good moral habits. The book defines the three theological virtues but says not a word about the moral virtues, though it does define sin in exact detail.

To remedy this serious defect a large number of teachers have been collaborating for five years under the auspices of the Catholic University in preparing a Catechism that would do justice to what is essential in teaching religion. In this Catechism entitled *Catholic Faith* (published by P. J. Kenedy and Sons, New York) brought out under the supervision of the Catholic University of America, the subject of training in virtue is given three times as much space as is given to sin. (In Book Three of *Catholic Faith* virtue is treated on pp. 284-314, and sin is dealt with on pp. 330-340.)

The many teachers who have been working on this Catechism have made a serious attempt to use the best material available to help our teachers in the difficult task of training young people in virtue. Let me read for you one question from this Catechism:

What should you do to acquire a good habit?

To acquire a good habit, I should:

1. Ask God to help me, and make up my mind that with His help I will acquire the good habit — *Determination*.

2. Win my first tryout — *No wavering*.

3. Allow no exception in acquiring the habit until it is formed — *Making a perfect record*.

4. Every day do for God some act that is hard, just because it is hard — *Generosity*.

5. Find some pleasure or satisfaction in the new habit — *Doing something really worth while*.

In the Problem Section we find this practical application of the theory of habit formation:

Eugene has been growing careless about saying his night prayers. After reading over the answer to Question 43 on p. 306, he decides to carry out the instructions given there and therefore does these five things:

1. He goes to church and there makes the firm resolution: "I will say my night prayers every night."

2. He keeps his resolution that very night: "Tonight I say my night prayers."

3. He never allows an exemption: "Even though I am late and tired, I will say my



—Sr. M. John, S.S.N.D.

night prayers."

4. He does something hard every day for God: "I will do without candy or something else I like."

5. He gets both pleasure and satisfaction out of his practice: "By saying my night prayers faithfully every night, I shall strengthen my will and please God."

The pupils are then asked to outline similar schemes for correct habit formation:

Eugene asks you to give him similar examples of what he should do to acquire these good habits: prompt rising when he is called in the morning; careful driving of an automobile; daily visits to the Blessed Sacrament; control of temper.

My time being very limited here this morning I shall make no attempt to deal with the second essential in the teaching of religion; namely, the training in ideals. This subject has been treated recently by me in the *Catholic Educational Review*, January, 1939, under the title, "Ideals to the Front!" I find, too, that this topic will be treated in another section of your Convention.

We Know as We Do

With regard to the third essential in the teaching of religion; namely, the knowledge factor, we must keep in mind the all-important truth expressed quite simply by St. Francis of Assisi: "We know only so much as we do."

To gain time for our discussion I shall confine myself to an examination of what we must do to make moral knowledge our own. Another reason for giving special attention to moral knowledge is that the battle today is being fought chiefly on the morality front.

If it is true that we know only so much as we do, we cannot be sure of having made any moral truth our own unless we

can produce the evidence that we have taken these four steps: (1) That we know the truth in an abstract way; (2) admit it; (3) accept it; and (4) live it.

Let me explain briefly what I mean by each of these four steps. The first step, mere knowing, calls for no more than a verbatim recitation of a truth that has been understood in an abstract way. Learning the answers of the Catechism by heart might seem sufficient to many a teacher. Yet we do not really know what we know only by heart. The Jewish student of a Catholic college who won the gold medal in religion, knew a great deal of the content by heart. He could recite from memory all that was required in the course, and he could explain also the meaning of all that he recited. Cardinal Newman would say that this boy had only a notional apprehension of religion, and was far from giving it a real assent.

There are those who think that most contests in religion do no more than check on the first step. It is not at all difficult to check on the performance of this first step; yet it is important for the teacher of religion to check thus on the obligatory prayers and the wording of what are the essential truths in religion.

The second step, that is, admitting the moral truth, calls for recognizing the moral truth as valid theoretically. The Jewish girl in the Sisters' Academy had a monthly Mass said for success in her studies, and thus gave evidence that she admitted the power of the Mass. Yet no teacher of religion would be satisfied with her attitude because the girl never assisted at Mass. To the girl's way of thinking the Mass merely worked like a charm.

The teacher of religion must check whether her pupils have taken this second step. I can well imagine a pupil glibly reciting the eighth Commandment, "Thou shalt not bear false witness against thy neighbor," yet not know at all what moral truth is expressed by these words. It will be necessary for the teacher to find ways and means of checking whether the boy recognizes the moral law that never under any circumstances permits the telling of a lie.

The third step, that is, accepting the moral truth, demands that the pupil make this truth part of his own personal convictions. To continue the illustration in hand, the zealous teacher will wish to check whether the pupil has really made this law part of his personal conviction: "I may under no circumstance ever tell a lie." To secure this evidence the teacher will find it helpful to have her pupils discuss orally or in writing, case studies dealing with their own life situations. For instance, the teacher might propose to the class the following case:

A very poor boy is taking an examination for a college scholarship. He cannot pass the examination without cheating, and therefore cheats. Is this boy permitted to write at the end of his examination: "I give my word of honor I have

not used unfair means in this examination?"

Living Moral Truth

The fourth step, living the moral truth, calls for our pupils' living day by day, God's law. While the conscientious teacher will feel obliged to check the performance of this last step, she must recognize both the difficulty of this task and the limitations of her rights in this respect. I shall venture to formulate for the teacher this working rule: The teacher of religion must check on the results of her religious teaching as far as she may without trespassing upon the rights of the child. I might add that the teacher may check tactfully and prudently on obligatory external observances. Yet we must use great caution and invoke the help of the Holy Ghost not to go beyond the laws of prudence in this regard. For instance, with regard to checking on the Sunday Mass attendance of her pupils, it is obvious that a different approach is in order in the eighth grade from what may be permissible in the third grade.

With regard to checking the internal actions of our pupils, we teachers must recognize that our control does not extend to that sphere: *De internis non iudicat praetor*. Still the zealous and ingenious teacher will discover a great deal about the inner life of the pupil if she gives

careful attention to the matter of training in ideals and of forming good habits.

In all three books of *Catholic Faith*, the new Catechism brought out under the supervision of the Catholic University of America, much attention is given throughout to the four steps that we now recognize to be essential for gaining a full comprehension of religious knowledge. The books likewise challenge the teacher throughout the check on the results of her teaching in the lives of her pupils. Still, even though this textbook were used by the most zealous and the most skillful of teachers, we may not forget that in the field of religion the best results of our teaching are those we never see.

In teaching the moral law the teacher's example is of paramount importance and we must make it an iron rule for ourselves never to teach our pupils any moral law that we are not living ourselves.

One word of caution as to our checking on the results of our teaching. Though I have been insistent in requiring close checking we should never dare do anything in the field of religious education that would make religion odious. It is essential to associate everything in religion with joy. If we present religion as the glad new tidings about Christ our Brother and our Father in Heaven, and if we make the learning and practice of

religion attractive to our young people, we may confidently leave the final results in the hands of God. And it is the hands of God that must complete the work that we teachers of religion can at best only begin.

It is quite easy to talk about the essentials of the teaching of religion. Yet to realize these essentials is a task beyond merely human power. Yes, we teachers of religion are engaged in a superhuman work—the forming of other Christs. But for this superhuman undertaking God grants us superhuman helps. For the first step outlined above we have the formulas of Faith which state exactly what we must believe; for instance, the Apostles' Creed. For the second step we have the teaching of Mother Church who makes clear beyond the shadow of doubt what is true in matters of Faith and Morals. For the third step both the pupils and the teacher have the infused virtue of Faith which helps us to accept what is true. For the last and most difficult step we have the Sacraments and prayer and grace generally to help us to live all moral truth.

Therefore, we teachers of religion must accept the challenge of our high calling with full confidence in the final outcome. Of ourselves we can do nothing because without Christ we can do nothing, yet with Christ we can do everything.

A Catholic Public School

John Redden, Ph.D.

THROUGHOUT various parts of the United States, Catholics from time to time, have appealed to local or state authorities for aid to maintain their school system. They advance the argument that they, as citizens, share the common burden of taxation, a large part of which is necessitated by the expense entailed in supporting public education. In view of this fact they consider themselves entitled to an appropriation of these funds to enable them to conduct their own schools. They argue further that, through this voluntary support of their own school system, they render very great service to the various commonwealths, inasmuch as by the erection and equipment of the school buildings, together with the payment of teachers' salaries, they assume a burden of expense, which could be met only with difficulty, if at all, in many localities. It is not the writer's purpose to discuss this question but rather, to give an account of a Catholic school, for which the recognition of a local board of education was sought and received.

Hamilton School, the institution under consideration, is located in New Haven, Conn., the largest public grammar school in the city. There is an enrollment of twelve hundred and sixteen children, more than 90 per cent of which is of Italian

EDITOR'S NOTE. We are publishing this article regarding a "Catholic public school" because of the long history of the school and because of the concrete character of the description of the school. Of especial interest is, of course, the comment on the place and the opportunity for religious instruction. There is an interesting intimation in the fact that the maintenance of the Sisters is no burden on the parish, and the greater financial income to the Community that perhaps the financial question might eclipse the religious one. We should like to print some other descriptions of legal public schools which might be called Catholic. We know there are a number in the Southwest, and the question came up in a very interesting form in Oconto, Wis., which we shall try to have discussed.

stock. The faculty comprises 38 teachers, 17 of whom are members of the Congregation of the Sisters of Mercy and 21 lay teachers. The principal is also a member of this Community.¹ This situation is unique in this part of the country, and a

¹Official Catholic Directory, 1937, p. 359.

brief history of the school may prove interesting as well as enlightening.

A Parochial School Established

In 1851, land was purchased on the northwest corner of Grand Avenue and Wallace Street, for the purpose of erecting a church, school, and parochial residence in the newly formed parish to be known as St. Patrick's. On this property stood a wooden schoolhouse, built in the early 40's. As it occupied the site desired for the new church, it was moved back to the spot where it now stands. This became St. Bridget's School, later St. Patrick's, and formed the nucleus of the new parochial school. A large gold cross was placed over its cupola, where it remains to this day, the only cross over any of the school buildings.

The following year, 1852, Father Matthew Hart assumed the duties of pastor in the new parish. He immediately set about the accomplishment of a three-fold task: the erection of the church, the organization of the parish, and the opening of the school. He had secured as teachers, Mr. Patrick Morrissey and Miss Eliza Meagher, both of whom had been educated in Ireland. They had been teaching in a Lancastrian school in the city, and gladly accepted positions in the new school. Mr. Morrissey assumed charge

of the boys, and Miss Meagher was appointed to instruct the girls.

The growth of the parish was rapid and with the proportional increase in the school enrollment additional classrooms were needed. Between 1853 and 1858 it was found necessary to construct two substantial brick buildings, providing for fourteen classrooms. The Sisters of Mercy, who had come to the Hartford diocese in 1852, began teaching in St. Mary's school, New Haven, in 1854. Three parishes were represented in the student body; namely, St. Patrick's, St. Mary's, and St. John's. Since Father Hart had been unable to provide for a convent, he was compelled to wait for the Sisters until 1864. In the meantime the staff at St. Patrick's School was recruited, as the need arose, from the laity.

In 1864, the zealous pastor was successful in obtaining the services of some of the Sisters at St. Mary's. At first they taught the girls, but in 1867 the entire school was placed under their direction.²

It Becomes a Public School

From time to time rumors reached the parishioners of St. Patrick's that the public-school board was contemplating the erection of a new school in that vicinity. At the confirmation of this rumor, Father Hart secured legal recognition for his school from the board, with the result that in 1867, St. Patrick's School passed out of existence as a Catholic school. The name was changed to Hamilton, because the main building fronted Hamilton Street. Thus the school was placed under the control of the New Haven city school district. This recognition of the board extended to the Sisters as well as to the secular teachers, and continues at the present time. To qualify for the position, they were required to pass written examinations prescribed by the board. In the middle 80's one Sister made such brilliant showing³ that the board decided to accept any whom the Reverend Mother Superior might recommend.⁴

At the time of the transition there were some seven hundred children, all Irish, in attendance and distributed through eight grades including primary, intermediate, and grammar. The faculty numbered nineteen, ten of whom were Sisters, with Sister Mary Agnes Welch as principal.

In 1878-79 a wave of opposition swept over the city, and the board refused to reappoint the Sisters. New room had been added to Eaton School, built in 1853, and Father Fitzpatrick was ordered to send his seventh- and eighth-grade pupils there. This he stolidly refused to do, and directed classes to be held in all buildings not leased by the city. The members of the parish loyally sustained the pastor in his battle for the retention of the Sisters in their own school, and Eaton remained empty. In face of this sturdy opposition, the board retreated from its position, and



— Sr. M. John, S.S.N.D.

reappointed the Sisters for the year 1879-80, and the practice still continues.

The Advantages

The school has expanded greatly since 1880, till at the present time there are thirty-one classrooms. In addition there are four special rooms, each fully equipped and furnished at the expense of the city. These include a workshop, where boys are instructed in various kinds of woodwork; a domestic-science room, affording excellent advantages for the girls; an open-window room where children suffering from heart and lung ailments receive special care; an opportunity room for those who are mentally deficient.

All of the school buildings, four in number, are leased by the city at an annual rental of eight thousand dollars. The parish attends to all building repairs, but in case of improvements or alteration the parish and the city share the responsibility. The cost of furnishing, equipment, school supplies, fuel, gas, and electricity (for school purposes), salaries of the Sisters, and the school custodians is borne by the city. Through this arrangement, the parish is relieved of the ordinary burden natural to a parochial school, which in this case would be very great. The salaries of the Sisters are paid directly to the Community by the board, and through this arrangement, the convent is self-sustaining, thus relieving the parish of that additional expense.⁵

The children partake of all the benefits and privileges dispensed by the city to its public schools. Textbooks and stationery are furnished them, as are also the playground equipment, and that prescribed by the board for interschool athletics. A special teacher is provided for instruction in orchestra work. The children may pur-

chase their instruments through the board, or at their dealer's. Material for glee-club work is also furnished, but instruction and direction are given by one of the regular teachers of the school. Instruction in art and music is given by the teachers under strict supervision by the supervisors appointed by the board. The school conforms to the course of studies and observes the time schedule prescribed by the board. All religious teachers are fully certified by the state department of education and are members of the Connecticut State Teachers Association.

The Disadvantages

Religious training was the main purpose in establishing the school, and various ways were tried to provide religious instruction without conflicting with the program of the public school. The most satisfactory plan was to have the children come in one-half hour before the time of entrance stated in the rules of the board. That custom still prevails, though at times, the interruptions from outside forces render it difficult to observe. If school officials, in the interest of athletics, or health checkups and similar matters assemble the school for reports, or the children must be consulted, they are taken from the classroom, often losing the entire instruction.

Formerly when a Sister was withdrawn from the school she was replaced by another Sister, there being agreement to such procedure. That has been changed lately, due to the number of nontenure teachers who were dropped from the regular list and placed on the waiting list. If a Sister had secured her tenure previous to her entrance into religion, there was little difficulty in appointing her to the position. If not, she would be replaced by one on the list of waiting teachers, regardless of creed. There are several non-Catholic, and two Jewish

²Sisters of Mercy in the United States, Herron, p. 95.

³This was Sister Mary Admirabilis Feenelly.

⁴State certification is now required.

⁵Life of Rev. Mother M. Xavier Warde, Marlier & Co., Boston, 1902, p. 136.

teachers in the school at present. That they are not qualified to give Catholic religious instruction is evident. The Catholic lay teachers are not obliged to give religious instruction, for the time appointed for this work is much earlier than that appointed for them to report to their rooms. The handicap under which the children are instructed in religion is plainly a great one; however the untiring zeal of the Sisters of Mercy in face of major difficulties has been highly productive along spiritual lines.

The classrooms are not conducive to the impression of religion on the young mind. There is no Crucifix hanging in front of the child to raise the little heart to Him who has loved it with an everlasting love. No image of our Blessed Mother, or the Sacred Heart, or the saints is permitted

in the room, and no holy pictures, as they are understood, adorn the walls. To be sure there are pictures of the Madonna, Da Vinci's *Last Supper*, and subjects of this nature. However, they are not serving the purpose of religion, but that of art.

Stop, Look, Listen

Such illustrates an actual relationship between public and Church authorities, whereby a share in the expense of maintenance of the school is met by the local board of education. Obviously there are advantages and disadvantages to be seen in such an arrangement. It might be well for those agitating such a relationship to weigh carefully the facts at close range before passing judgment, lest, in these days of Godlessness and paganism, when religion is subject to ridicule, a Catholic

school lose its identity and dignity, and even deprive one child of his God-given right to a complete Christian education.

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Economics in the Catholic High School

Robert A. Rivers

BEING a lay teacher in a Catholic high school, I meet many parents and students outside the formal atmosphere of the school. It has been a source of wonderment and chagrin to me to discover how few of them really know why they support and attend parochial schools. Whose fault this is, I am not in a position to say, nor is it now my immediate concern. But there is no doubt that the teachers can assume some burden of the blame. It is their duty to make parents and students realize that catechism and prayer are not reasons enough for them to support a Catholic-school system. We teachers must avail ourselves of every opportunity to inculcate the Catholic spirit and to give an adequate program of Catholic Action. All courses in the curriculum should do this to justify, for all concerned, the existence of the parochial school, else we offer no more than the public school. It is my purpose to show how I am approaching this problem in my economics classes, keeping in mind the students and

EDITOR'S NOTE. This article is published primarily to start a discussion of the specific problem of the teaching of economics in the Catholic high schools. The relation of the problem to the more general problem of training for citizenship and for the perpetuation of democratic forms of social structure will naturally suggest itself. We welcome further discussion of the problem of teaching the social sciences in both the elementary school and high school.

the community and their particular problems.

The textbook we use is no different from those used in other schools. It treats the five main topics of economics; namely, consumption, production, exchange, distribution, and public finance. It is interested in principles and not the application of economics. To make the course more practical, new, or outside, material must be presented to the students and this material is chiefly the product of Catholic thought and application found in sociology books and articles from Catholic periodicals. But we rely chiefly on the papal Encyclicals.

At the beginning of the year, we follow the usual introduction to the course and proceed with the work, pursuing the course outlined by the text. By the end of the first marking period, we find that we have covered material dealing with the general aspects of our economic order and with the topic of consumption. Besides this work, I have found a few occasions where we can be more specific than the text and give some of the Catholic viewpoints on certain principles we are to accept and to stimulate interest in the work to come for the next period. For example, we see

that certain characteristics of our economic order are: the right of private property, freedom of thought and action, the profits motive, competition, and the right of contract.

As principles, the students accept these without a murmur. But when I tell them that the popes have denounced free competition, that some people say that the Catholic Church is not a defender of private property, that the right of contract is not the universal measure of justice, they immediately show signs of interest. They manifest signs of adolescent interest in a good scrap. They voluntarily bring in articles and clippings and ask for explanations.

On this note of interest, we start the second phase of our work, that dealing with production, and its three major agents, land, labor, and capital. Obviously here is the place for presenting to them a Catholic program of action, of social reconstruction. And what better means have we of doing this than by placing

SOCIAL STUDIES IN HIGH SCHOOL

To meet current thought, to refute current objections, a knowledge of the Christian concept of our social studies is necessary. It is our duty, therefore, to make this knowledge part of the individual's very life being. If he has a clear-cut basic concept of social problems, he will not easily be victimized by the ever-present propagandist. He will be able to answer intelligently the Communist, the Socialist, the Naziist, and the Fascist. What is more, he should know the difference between the C.I.O. and the A. F. of L. He will not be like the ostrich who sticks his head in the sand every time danger threatens.—Rev. E. J. Goebel, Ph.D., *Diocesan Superintendent, Milwaukee, at the N.C.E.A. Convention.*

CATHOLIC COLLEGES ARE DEMOCRATIC

Our Catholic institutions of learning are a bulwark of Democracy in our country. They are its patron, its guide, its protagonist, its guarantee, and its safeguard. The Catholic schools play a distinct and definite part in the progress of our American Democracy, and make a contribution that is of immeasurable value. If Democracy is the essential fact today, if it is the touchstone of worth, if it is the *unum necessarium* of American life, if it is the acid test of loyalty, patriotism, and Americanism, we can meet the challenge with ease and pride. Our Catholic colleges and universities are the most powerful and efficacious asset that American Democracy possesses.—Very Rev. Dr. E. J. Walsh, C.M., Pres., St. John's University, Brooklyn, N. Y.

in their hands Pius XI's Encyclical, *Quadragesimo Anno*?

At this stage I encountered a problem that I do not think is uncommon to boys and girls of high-school age. Anything written by the Pope, they felt, must be altogether religious, and at first they couldn't see what the Holy Father should be doing in the economics class. It took some time and patience to make them see that economic activity, just as other activities, is subject to the moral law, and that Christ Himself was concerned with social problems of His time. As soon as this became evident to them, they were eager to study production along with the Papal Encyclical.

Here we proceeded slowly. We studied land and its characteristics, labor, the division of labor, its organization, its duties, and finally capital and its function and duties. We stopped and spent the remainder of the semester on the Catholic viewpoint which brought out the matter studied in a more practical light and at the same time gave them a definite program of social action. It would be superfluous to sum up the teachings of Pius XI but I do not think it amiss to point out some of the teachings that were stressed and some of the difficulties that were encountered.

First we discussed briefly Pope Leo XIII's Encyclical and what effect it had. Instead of reading *Quadragesimo Anno* in class, we picked out the parts to conform it to the order followed in the textbook. The students saw that all suitable land must be utilized, that labor has a right to organize, that strikes and lockouts are forbidden,¹ that the worker is entitled to a living wage and in return must do an honest day's work, that labor is not the sole title of ownership, that capital has certain duties to perform, that a modification of the wage contract is necessary for a satisfactory solution of our economic ills, that the Catholic Church is a defender of the right of private property. Their religion classes become more vital to them when they see the connection between the spiritual and corporal works of mercy and social reorganization. They are taught that they shouldn't depend too much upon the government for help and that all should have an opportunity to work, have an income and some property.

It is easy to see what the Catholic religion has to offer these students. They themselves have become conscious of the need of Catholic schools and of a sound program of constructive social action. They are made aware of their heritage and proud of it. At this point, then, when they realize what they possess, we pass to a study of other programs offering a cure that its claimants say will solve the world's ills. We then survey Fascism, Socialism, and Communism, what they stand for, what they have to offer and then we compare these systems with our American form of government. It doesn't take much guidance to show them that the

Catholic program they have will make them better Americans.

By the end of the first semester then, we aim to study consumption and production and the Catholic program of social reconstruction. The difficulties we have had to overcome were, an aversion to anything religious outside the religion classes, and certain controversial matters arising from the consideration of certain labor problems. For example, the teacher must be careful what he says when he considers that the parents of some of his students belong to the C.I.O., others to the A. F. of L. Some parents are employers, others

work for credit companies and banks. But these children all realize clearly the need for a sound economic program because they try to fit their classwork to their everyday needs.

The second semester we deal with distribution, exchange, and public finance and have ample time to do this, for economics in our school is a year's course, not limited to one semester as it is in some states. Thus we have an opportunity to do, I feel, much more than could be done in the religion classes in the line of Catholic Action which will be valuable to these students when they graduate.

A Student Responds Vigorously

Dear Editor:

In the February issue of the JOURNAL, Brother L. J. Gonner, S.M., has deplored the negligent amount of Catholic reading that high-school students do, and in the following issue J. W. Archer, M.A., discusses extensive reading in today's schools, its good side and its harmful side. Well, I'm only a seventeen-year-old high-school senior, but I would like to express my opinion, immature as it may be, on these vital subjects.

I say, expose high-school students to Catholic reading and they will literally devour it! Give them a chance to know what they should read, give them time to do it, and they will love it! By way of illustration: When we seniors of Marycliff High School were first told last fall that we must read at least one Catholic book a week for English, we were very nearly dismayed. Naturally we had read a few of the outstanding Catholic publications, but we had come to regard, for the most part, books, Catholic in philosophy and authorship, as being rather pious and pokish. But we had to, so we read, we learned, we enjoyed, and we admired. You can ask any Marycliff senior today what she has thought about this reading and her answer will be every bit as enthusiastic as mine is. For we have found in them, all the romance, adventure, history, and humor that is contained in any book of secular origin. But over and above that we have found Catholic philosophy, beauty, idealism, and love of God and fellow man. We have discovered the truth of this life and the next without being hindered by the erring philosophy of books opposed to Christian righteousness.

And I say again, introduce us to what is good and we will read it with a vim. One has to learn *what* to read, as well as *how* to read! You have accused us of subscribing to and reading very few Catholic newspapers. Well, until our English teacher acquainted us with them last fall, we had never even heard of such publications as the *Brooklyn Tablet* and the *London Catholic Herald*. We just didn't know then. But now that we do, we read them regularly, and enjoy them too.

Since we have been introduced to such books as *Crisis of Civilization*, *Valiant Woman*, *The World I Saw*, *Burnished Chalice*, *Herself*, *Mr. Blue*, *Our Part in the Mystical Body*, *And Then the Storm*, *Lenin*, and, oh, so many others, Catholic authors have swiftly replaced any others in our estimation. In our classes and our leisure time, we discuss such authors as Christopher Hollis, Joseph Thorning, Lucille Borden,

Myles Connelly, Sheila Kaye-Smith, Katherine Burton, Owen Francis Dudley, and Vera Marie Tracy with vital interest and, we hope, a slight semblance of intelligence. Our favorite periodicals are such publications as *The Christian Front*, *The Catholic Mind*, *The Sign*, *The Catholic Worker*, *The Digest*, and *The Tablet*.

And all this new sense of appreciation has been effected in the space of six months or so. And Marycliff students are certainly no different from any other Catholic students of teen age. If it can happen to us, and we like to feel that it has, then it can happen to any other school. All I am asking for is a chance, an introduction, a little encouragement. Take into consideration our flightiness, yes, but remember also that we do want to learn, that we are much more in earnest than many people give us credit for, and that we are eager and searching for knowledge. Expose us and we will succumb!

I do not mean to presume upon the authority of others much better versed on Catholic reading than I'll ever be, but I just want to illustrate the experience that has evolved in Marycliff High School, and hope perhaps, that it will serve as an incentive for other high schools to follow.

As for the subject of extensive or intensive reading, we have found in our small experience that extensive reading has worked out much better than the other kind. Girls who have read fifteen or twenty Catholic books since last fall, feel they have learned much more and enjoyed it to a fuller extent than those concentrating on one book alone. It works out the same way in our English assignments also. We are instructed at the beginning of the week to study a certain author—Poe for example—and then we are responsible for reading his outstanding works, recording his biography, and finding critical material on him. This system gives us more or less of a chance to enjoy a certain freedom in reading the type of literature we especially care for. And it also inspires us to do more.

I sincerely hope that you will accept this letter in the spirit in which it was written, and that maybe it may sometime serve as an example to other students who wonder whether they could ever endure reading Catholic books or not.

Very sincerely yours,
Kathleen Corrigan

Marycliff High School
601 West Seventh Avenue
Spokane, Washington

¹Cf. M. Lean's *Morality of the Strike*.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Congratulations to the Southern Association

We read with a great deal of interest Dr. Ray Allen Billington's very significant book, *The Protestant Crusade*. There is revealed in this well-documented work the amazing extent and depth of the actual processes of building up the anti-Catholic prejudice in this country. It had its beginnings in the transit of "civilization" in the seventeenth century and went on apace.

The present achievement of good will and a common understanding as between Catholics and Protestants is, in the light of these facts, all the more remarkable. We are glad to record from time to time evidence of our progress.

The Southern Association of Colleges and Secondary Schools has been reported at times to be very strongly anti-Catholic, very greatly prejudiced. To those who took this statement on its face value, it must come as a distinct surprise that this Association has elected as its president, Father Percy Roy, S.J., dean of the college of liberal arts of Loyola University of New Orleans. The fact that the new president is a Jesuit probably makes the election even more significant — though it should be noted that the North Central Association set the good example a couple of years ago in selecting the energetic and versatile Jesuit, Father Alphonse M. Schwitalla, as its president.

One notes with interest what has happened in Father Roy's case. Father Roy was the head of "Jesuit High" in New Orleans. He wished to have his school approved. He dealt squarely and directly with the representatives of the Association. His school was approved. He co-operated actively in the work of the Association. A fine personality, a hospitable spirit, a generous good will, won the respect and friendship of the membership of the Association. Never was there at any time kowtowing or compromise of his Catholicism or of his conception of the aim and purpose of Catholic education.

We are very glad indeed to see Father Roy given this honor

and we congratulate the Southern Association on its broad spirit and fine discrimination. — E. A. F.

Well Done, Good and Faithful Servants

The days of the school year 1938-39 will have come to an end or will shortly when you read this. It will surely be a relief to all. It means for days, many or few, a lifting of a truly great responsibility. There may be and there should be joy in the actual process of teaching, but there is a very real present sense of responsibility, and lifting it occasionally is a good thing.

A few free days before retreat or summer school is welcome indeed. Those charged with the administration of religious orders might well lengthen these days for those for whom summer school means sapping of energy or added burdens which may unfit the teacher for full responsibilities next year. For many the change to the role of study furnishes the necessary change and is a new joy.

At any rate, a breathing space for human beings is always wise. It may be, too, a period of meditation. It will be a period of retrospect. It will be a period of prospect.

To you all — there may possibly be a rare exception — the judgment of your devoted service this year is surely the one which you shall hear on that great day — the Day of Days: Well done, good and faithful servant!

Congratulations and best wishes.

May this year's experience be helpful to you and to the children you teach next year.

May summer mean to you fresh outlook, fresh inspiration, and a new spirit. — E. A. F.

A Shortage of Interpreters

Trained observers in the field of higher education are making much of late of the grievous shortage of properly trained teachers for courses in the history or philosophy of education. The right of such courses to a place in the teacher-training curriculum was openly questioned in the late 20's, so it is not surprising to find that the pendulum swung so far that able young men were directed into some of the newer areas of professional interest, with the disastrous result that today good positions in our large universities must be filled with second-raters and nonspecialists.

The current welter of conflicting philosophies calls for a knowledge of what the past has to offer in the form of principles and experience, yet in our hour of need we find that American education is to be denied such a salutary directive influence because of the ignorance and prejudice of the false prophets of an earlier period. Fortunately, most Catholic institutions of higher learning have clung tenaciously to the belief that such courses serve a special purpose; but they are not able to satisfy the demand for interpreters of current trends and practices because the number of candidates specializing in these areas has never been large. Future controversies in the field will demand able leaders with a broad and deep knowledge of the history and philosophy of education, and our teachers must have adequate training in these cultural subjects so that they will not be led astray by the false prophets of their generation.

Leaders in religious communities, diocesan superintendents,

supervisors, and administrators should stimulate discussion of this rather acute problem so as to encourage able students to secure adequate training as interpreters of American public and Catholic education. Sane interpreters can give American education a sense of direction. — *F. M. C.*

Will You Write a Letter to the Editor?

There is published on page 179 a spirited letter by a student of the Marycliff High School, Spokane, Wash., protesting against the assumptions of certain articles that are named and appeared in the *CATHOLIC SCHOOL JOURNAL*. She is enthusiastic about her school and the work in English. She says the authors hold the students too "cheap." Give the students the opportunity and — be surprised.

We congratulate Kathleen Corrigan for her letter. And we would like to see many more of our readers follow Kathleen's good example. The editor himself does not always agree with all that the authors say in their articles. Sometimes articles are printed because we think they will arouse discussion — but too often they do not.

So write an occasional letter to the editor for publication. It will be a service. First, it will be a service to you in clarifying your own ideas; second, it is likely to give another teacher confidence who had your thought but did not have the courage to write "her" thought; and, third, we are selfishly interested because such thoughtful letters will help to improve the *CATHOLIC SCHOOL JOURNAL* by giving our readers a chance for expression, by making our authors even more careful, and by stimulating critical thinking among Catholic teachers. — *E. A. F.*

The Quintuplets Join the C.S.J. Family

The *CATHOLIC SCHOOL JOURNAL* family is a constantly enlarging family. To it has just been added quintuplets — the most famous five children in the world. So the editor says welcome, a fivefold welcome: Welcome, Marie; Welcome, Yvonne; Welcome, Annette; Welcome, Emilie; Welcome, Cecile.

We are glad indeed to know that the *CATHOLIC SCHOOL JOURNAL* is going each month to the Dafoe Nursery, and that its thoughts and its suggestions for the right training of children will have some influence on the most famous five children of our generation. — *E. A. F.*

The Annual Self-Inventory

How much did you progress this year?

How much did you learn this year?

These are two questions you should ask yourself now, not so much to get a self-evaluation of your work or to make a self-judgment for self-praise or self-condemnation, but in order to do the work better next year; i.e., for improvement of your ways of work to render a larger service to the children in your classes.

Some more particular examinations could be made, for example:

When the class did poorly in arithmetic or spelling, did I ask myself if possibly some fault in method or lack of

preparation or temporary feeling of "out of sorts" on my part contributed any to the result?

When Mary or John was rebellious, or when they began to "fall down" in their studies, did I explore the possibilities of any blame on my own part?

Have I been alert to use the suggestions in the magazines and books I read for the improvement of my work, or did I just go on following the routine that I have been following in years past?

Am I more interested in the child than in the subject matter I am to teach? — *E. A. F.*

Inventorying Our School Building

Why shouldn't we now look around us in our school building to see whether it can possibly be made a better place in which children may learn?

Are we using insanitary classrooms in the basement?

Are our rooms overcrowded?

Does the light come from the proper direction and in sufficient quantity?

Does our artificial lighting meet the standards of good lighting; i.e., eyesight-saving lighting?

Are the seats and desks adjustable — and are they adjusted?

Should we have some new pictures in our rooms?

Should the rooms be painted this summer? Any replacements? How about windowpanes?

Are our blackboards still effective aids to instruction?

How about our assembly room? Our playgrounds?

Now is the time to "put in writing" any suggestions you have for your Superior to be passed along to the pastor for appropriate action before school opens in the fall. — *E. A. F.*

Economic Problems Are Moral Problems

The economic and social injustice of our times results from the weakness or absence of the moral and intellectual virtues, which, as we have seen, are interdependent. Economic and social injustice does not result from lack of information, lack of natural resources, or any failure of technology. We are plentifully supplied with all three. No, the principal issue of our day is a moral and intellectual one. The great problems of labor, capital, the constitution, the judiciary, Communism, Fascism, war, and peace revolve around fundamental questions which every student ought to face intelligently, questions affecting the ends of economic activity, of organized society, and of human life. — *Dr. Robert M. Hutchins.*

Economic Problems and the Church

Of the capital-labor conflict, John Lewis Gillin says: "The churches could solve the problems if they would. As the self-confessed repository of the Gospel of Jesus Christ the Christian Church has plenty of warrant in His words to bring to bear upon these vexed relationships between men, a gospel of brotherhood, kindness, and justice that would go far to settle the struggle between capital and labor."

And so it is, we Catholics know, with every social problem. Christianity is the one incomparable force for harmony among men. It has the basic cure for war, for divorce, for oppression of laborers, for the burden of riches, for crime, for all the manifold sources of human misery. This is not to say that scientific knowledge of the way to attack our social difficulties is unnecessary. The Church has need of the scientist, but the scientist has even greater need of the Church. — *Clarence J. Engler.*

Play's Place in Education

Joanne Dimmick *

WHEN ten-year-old Johnny is piloting his 400-mile-an-hour plane down the front sidewalk, when Mary is cradling her beloved doll, which does everything but talk, when Bob, hugging his football to his panting chest, tumbles behind the goal line after a seventy-yard dash, they are playing; and when children play, they are growing.

"Come on over to my house and play," is the rallying cry of children the world over; the keynote to a child's character is his chosen pastime, for the play hours are to the child what work is to the man, the source and center of activity, whose reward is itself.

The most pathetic quotation in children's verse is the line from the birthday song: "Lambs play always, they know no better, but seven times one are seven," for it marks the child's introduction to adulthood, the recognition of an as yet unseen responsibility, the first inkling of a world other than that of play. Second grade is real and earnest; the introduction to study comes with the multiplication tables, regarded by the child as "interesting, possibly true," but quite unrelated to his daily life. For now, before the purpose of studies seems reasonable to him, all the desires of the child are centered first, upon recess, then upon the supreme joy of play after school.

But the reaction of play hours upon the school child can be most dangerous. The crowded streets of the city harbor influences whose effect is evil not only physically but morally. Parents who frequently let their children "go to the show," with the idea that they are safe there from trouble, traffic, and older more sophisticated companions are letting them run the gauntlet not only of contagion, nervous excitement, and the false glitter of movie life, but also less immediately evident evils: restlessness leading to truancy and vagrancy, emotional instability and indifference to moral concepts.

Teachers Know the Problems

The purpose of education being to develop to the full all the resources of man, thereby to perfect him for heaven, and to make him as happy as possible on earth, the teacher must not only direct the hours when the children are in school, she must have a care for the hours when they are away from her direction.

Many a teacher has known what it is to wash a class of ragged children before she could teach them the catechism; the stains of daily life on the small denizens of run-down and crowded neighborhoods can be removed by soap and water, the ubiquitous safety pin can hold a shirt together. But the careless habits of the streets, indolence, and precocity, cannot be washed entirely away in the short classroom hours.

Neither can children be raised like hot-

EDITOR'S NOTE. This is a very interesting and intelligent discussion of a phase of the leisure problem not of the adult but of the child. A city that does not have a Toy Loan Project should be encouraged by teachers to establish one. Teachers might establish a Toy Loan Project in their own schools if they take the necessary sanitary precautions. The introductory comment on play, in this article, is well worth studying.

house flowers, preserved in the home and the back yard from possibly contaminating contact with other children of their age. If they are to reach maturity with mind and soul fully developed, with health, and its capacities for serious work, for comradeship, and the continually curious mind which is the open door to wisdom, children must absorb, as well as their cod-liver oil and the three R's, an equal amount of active and competitive play. And this, play with congenial playmates, is hard to secure in this day of distractions and change for adults, whose economic insecurity reflects on their children's lives in unimagined ways. The child whose father cannot afford toys to fit the various stages of development finds that he is left behind by his friends in the single-minded search for amusement. The endurance of friendship depends as much on similar interests and playthings as on proximity. John, who has a catcher's mitt, would rather play with Henry, who has a ball and bat, than with a child living several blocks nearer who has only a set of mechanical toys that soon lose their interest.

They Need Active Play

From the time the child reaches fourth grade, the teacher faces disciplinary problems, sometimes of heart-breaking proportions. Since it is from the doubtful examples of the movie- and story-magazine heroes that the children of today take their ideals of conduct, it is small wonder that they are impudent, irresponsible "show-offs," and disobedient beyond the normal exhibitionism displayed by small children desiring praise and admiration. These are the patterns of

fiction, the radio, and the movie, where the repartee, whimsy, independence, and cleverness of the hero incite the child to imitation. The actions of such impressive children in the classroom are very wearing; no teacher should have to play "end man" to an aspiring Jack Benny. Even the teacher who can keep her pupils in perfect order pays for it in nervous tension and added fatigue.

The problem of after-school play of a wholesome and constructive nature has found a solution in Wisconsin in an organization which can be imitated by any community. Through the co-operation of teacher, parent, and child, the Milwaukee County Toy Loan WPA Project is giving tangible service to those who wish to foster a healthy play life for children. Sponsored by the Juvenile Court and the Milwaukee County Board of Supervisors, the Toy Loan, in February, 1938, entered the lists to combat the evils threatening the leisure time of children with waste and decay.

WPA Toy Loan Project

Faced with the necessity of employing its workers, but unable to compete with private industry, the WPA finds city recreation an open and arable field. The origin of the Toy Loan Project is already legendary, being attributed to a case worker in a Philadelphia agency, to a playground instructor on a Los Angeles beach, and also to the University of the City of New York; whatever its source, it achieved such success in Los Angeles that similar projects have mushroomed in other parts of the country. There are Toy Loans in Cleveland, Chicago, Milwaukee, Racine, and Kenosha, as well as in New York, Philadelphia, and Los Angeles.

Since February, 1938, the Toy Loan in Milwaukee has collected from householders, clubs, schools, churches, social organizations, Boy and Girl Scouts, Junior Red Cross, Unions, P.T.A.'s, and merchants, 38,612 used and broken toys. Whatever is beyond repair is dismantled and laid away to mend some other toy; there are now 15,807 toys in circulation in the twelve Toy Loan Centers in and around the city of Milwaukee. From the unfinished room on the seventh floor of Milwaukee's Court House, where the collection and repair of toys was begun, the Project has grown to fill the three-story building on the lower east side which houses the toy repair shop, doll hospital, washing and sterilizing units, a paint shop covering a whole floor, and Toy Loan Center Number One, where the neighborhood children come for the toys they want. This center was opened in April, 1938; the second was opened in May, the third in June, two more in July. It is hoped that in keeping with the custom of opening one Center a month, there will soon be enough Centers to supply all Milwaukee children.

An average of 1,500 toys is necessary to



The First Toy Center.

*Milwaukee County Toy Loan, 525 N. Broadway, Milwaukee, Wis.

stock a Toy Loan Center; the people of some neighborhoods have taken it upon themselves to collect enough toys to stock a center for their children. When toys are collected in this way and designated for a particular Center, they are considered the property of that Center. However, a constant turnover is maintained among various Centers, so that a fresh supply of toys greets the children from time to time. Each toy is disinfected every time it leaves the Center.

Toys Decrease Juvenile Crime

The location of Centers, like the supplies of used toys, depends on the generosity of the citizens. All of them are in crowded districts, several are located on school property, two are housed in unused filling stations, donated by a local gas company. In neighborhoods where the Toy Loan is providing the means of recreation to children, Juvenile Court authorities report a marked decrease in the truancy, petty thievery, and vandalism, which are their concern.

To borrow toys, children need only bring a card signed by the parent, promising that toys will be handled with care and returned promptly. Registered subscribers may withdraw a toy between 11:30 and 5:30 any day but Sunday. It may be kept a week, and brought in then for renewal for another week. There is no punishment for accidental breakage or loss; if a child willfully breaks or loses a toy, he is suspended for as long as the Center director thinks best.

The contentment of children who perhaps never before had handled a toy is one of the great satisfactions of Toy Loan work. Of interest to teachers is the power for good inherent in the toy desired by a child whose history is one disciplinary problem after another; with the co-operation of Center workers, adjustments to home-and-school environment can be made, the discontented child, with an outlet in play for his energy, improves



The Line Up to Borrow Toys.

in his attitude toward authority as well as in the amount of good he derives from his schoolwork.

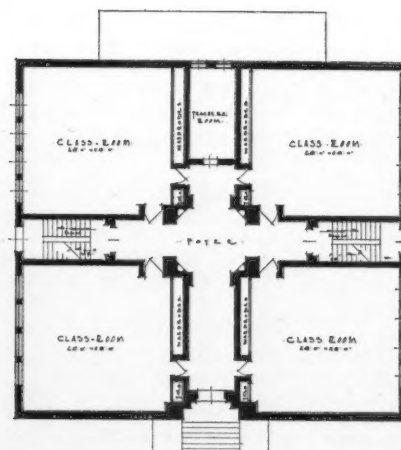
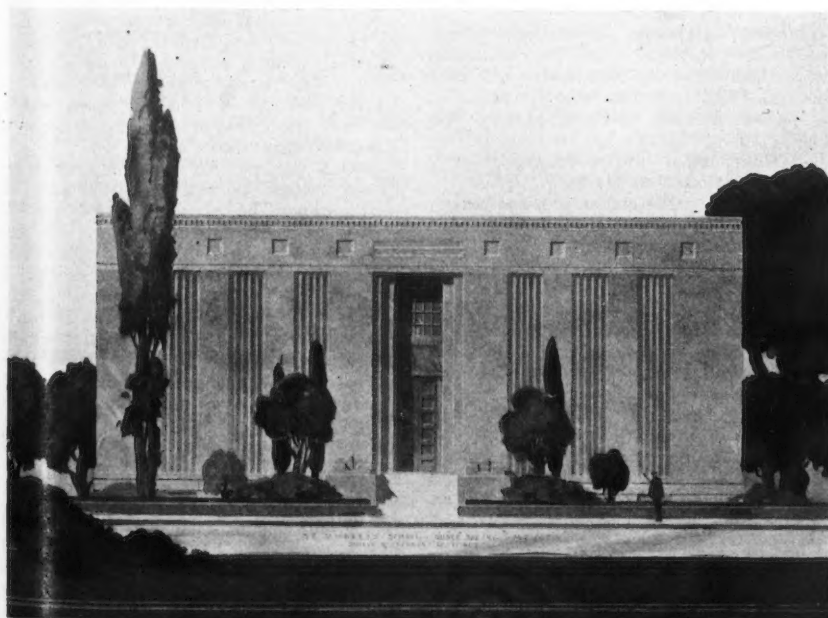
Toys May Aid Study

Interest in studies only indirectly related to play has been fostered by materials from the Toy Loan Centers. Map puzzles, games, globes, are aids to geography; toy blackboards, blocks, and games such as anagrams, authors, and crossword lexicons stimulate the child learning to read; permission to borrow the electrical questioner, an automatic ask-me-another, is the reward for a sudden rise in marks, and greatly to be desired. And those toys and play equipment not directly referable to school: balls, bats, wagons, scooters, sleds, skates, football equipment, which lead growing children from the streets and solitary play, who can gauge their part in fostering teamwork and outdoor exercise, in sharing with others, in caring for common property? Like the results of providing a community with library books, the end results of the Toy Loan movement will be visible only in the future lives of its subscribers.



Reconditioning the Toys.

It is to be hoped that a full play life, rounding out the work of the schools, will serve not only as a crime deterrent, but as a means of making children happy in their childhood, considerate, law abiding, and merry, and these not only for their youth, but afterward.



St. Michael's School, Silver Spring, Md. Architect's Rendering of Front Elevation and First-Floor Plan. — Donald S. Johnson, architect, Baltimore, Maryland.

Practical Aids for the Teacher

A Trip Around the World in My Own Home Unit Activity for Intermediate Grades

Sister Bonaventura, O.S.B.

This activity illustrates how an activity grew out of a real classroom situation and the actual manner of proceeding with it.

Objectives:

To simplify the teaching of geography and history.

To lead the child in a tangible way to develop a liking for these difficult subjects.

To help the child appreciate the things of his home more fully, when he understands the number of people far and near, who have been instrumental in making his home life possible and comfortable.

To show him how all people and countries of the world are united by their dependence.

To instill into the child a love for reading and research work.

To broaden the firsthand experiences of children through wide reading.

To provide for the development of individual interests or hobbies.

To provide training in finding materials in the school and public libraries.

Exploration and Presentation

A sixth-grade class had as their assignment in English one day to describe a room of their home, which they liked most. One boy gave a vivid description of his den, which concluded with these inquiries: "Each evening as I sit so comfortably in my big easy chair, reading a story or listening to my favorite programs, I glance about the room and I wonder, over and again, where did all these useful things come from? Who made them? How and where were they made?"

"How many other boys and girls wonder in the same way about their homes?" asked the teacher. Every hand went up.

"Wouldn't it be thrilling to go on an adventure together to find out about all these things?" Again every hand went up and there was great enthusiasm. "When do we start? Let's go right now," said the pupils. "Oh, please may we go with you?" said the fifth-grade pupils. "Certainly, for we shall be glad of your help on our journey." "The more the merrier," said the teacher. "We'll start immediately."

TEACHER: Now, children, name some things which most of you have in your parlor or sitting room at home.

PUPILS: Rugs, piano, leather chairs, library table, radio, clock, silk drapes, fireplace, lounge.

The Overview

TEACHER: Since nothing is closer to us or more interesting than our own homes, let us work together to find the why, when, where, and how of all these things. About how many countries of the world are represented by these different articles? How many different languages? How many people and hours of labor? How, where, and of what materials made?

[The pupils will respond, no doubt, with rough answers.]

These are the interesting things we will study out together, and you will be justly proud to have firsthand information about your own home. Doesn't it seem strange and yet a pity that we know so little about these things which are so vital to us? Where shall we get the necessary information?

PUPILS: From the dictionary, encyclopedia, magazines, library books.

TEACHER: Let us now divide the classes into groups; each group will select that article of furniture, which it thinks it would like best to work out. Here are the reference sheets, which tell you exactly where to find your material. You will travel far and near, over land and sea in your research, but you will love it. When you have read widely; that is, finished the reference material, which we call assimilation, I shall assist each group in making a suitable outline, from which you will work out your part of the unit. How many of the groups think it is a good idea to compile all their work in booklet form; then all the booklets of all the groups may be left in the school library as a memorial from your class?

[The pupils seem particularly happy to work for this goal.]

After each group has satisfactorily completed its part of the unit, we shall then discuss the whole unit together. Each group will review well the work of the other groups; then we shall work to link it all together. How do you think this could be accomplished best?

PUPILS: By connecting it all up in a playlet or pageant. We love to make up plays. It will be fun.

TEACHER: After the playlets or pageants have been completed, shall we read and discuss them aloud and vote for the best one?

PUPILS: Oh, yes, and let's dramatize it. Oh, please! I want to be a Turk. I can make costumes. So can I.

TEACHER: When we dramatize this pageant, whom shall we invite?

PUPILS: The other grades. Our mothers.

TEACHER: Don't you think the group whose pageant is voted best, should receive special recognition?

PUPILS: Most certainly.

TEACHER: When do you think it will be the most opportune time to honor them?

PUPILS: Before the audience, when we dramatize the pageant. May we have our pictures taken in our costumes to put in our memorial book?

TEACHER: That is a fine idea.

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I. Rugs

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II. Leather Chairs

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Testing

When the assimilation has been completed, the pupils should give an oral recitation on the whole unit. This could take the form of a round-table talk in which the teacher gives assistance where it is needed and clears up difficulties which may have arisen. After the oral recitation the teacher should give each group a short test, before the next step is taken, which is the organization.

The Organization

"Children, now that you have finished the assimilation, what shall we do with the mass of material we have found?" asks the teacher. "Keep it. Write it in our notebooks, in a short form," the pupils reply. "Yes," says the teacher, "but put it in outline form. Now is the time to learn to organize material in standard outline form, isn't it?"

Let us suppose that the group which has chosen "Rugs" is now ready to work out their outline. The teacher by good questions should get the children to give from their material the main divisions and subdivisions of each topic. The teacher, or better still, an apt pupil in the class, should write the outline on the board, as it is given by the pupils. Go over the outline several times to be sure that it is correct and quite complete. In like manner the teacher should assist each group with its outline. The pupils should now copy the outline from the board in their notebooks and work it out neatly. It should be corrected by the teacher before it is put into the notebooks for good, or into booklet form. Each group should compile its work into one booklet or volume, then the booklets of all groups are compiled to be left in the school library. Several recitations should be spent in reviewing the unit all together, to enable

the pupils to demonstrate their work in an original playlet or pageant.

Typical Outlines

I. Rugs:

The following will help create a background for the study of this project: From what are rugs made? How are they made? Name some different kinds of rugs. In what countries of the world are rugs made? Let us take the country of Turkey.

A. Map Study: (1) Country, (2) location, (3) trace the bodies of water you would cross in going from the United States to Turkey, (4) direction from the United States.

B. Turkey: (1) Surface: (a) Mountains and deserts, (b) large rivers and lakes. (2) Soil (crops). (3) Minerals. (4) Climate. (5) People: (a) Characteristics, (b) occupation. (6) How the inhabitants weave rugs: (a) Materials, (b) dyes. (7) Cities: (a) Where rugs are made, (b) from what cities are they shipped, (c) ships.

C. Activities: (1) Make a sand table depicting Turkish men and women weaving rugs. (2) Collect pictures for your booklet. (3) Be alert from the newspapers and radio for current news from Turkey.

II. Leather Chairs:

The following questions will help create a background for the study of this project: What are leather chairs made of? Where does the leather come from? Where do the hides come from? Why are the hides of cattle used for chairs? Where do the cattle come from? Now, beginning with the cattle, let us take a trip through to the leather chair.

A. Cattle: (1) Map Study: (a) Make an imaginary trip from a Texas ranch to Illinois with a carload of cattle. (b) For what purpose will we bring them here? (c) How long will they remain? (2) Trace the journey on to the world's largest stock market: (a) The process through which the cattle pass, (b) take special notice how the hides are taken care of, (c) the hoofs.

B. Tanneries: (1) We continue the journey of the hides to the tannery: (a) Locate tannery factories in the United States, (b) the process of tanning. (2) Treatment of leather for chairs.

C. Furniture Factory: (1) Trace the leather now to a furniture factory. Location (cities). (2) Upholstering.

D. Other Materials for the Chair: (1) Oak: (a) Forests, (b) method of lumbering, (c) process through which the oak passes, (d) journey of the oak to the furniture factory. (2) Screws, tacks, springs: (a) Materials, (b) factories, (c) how they are made.

E. From the furniture factory to the retailer who is the merchant from whom you buy the chair.

I am sitting in the leather chair in my parlor.

F. Activities: (1) Estimate how many people had to work so that you might have an easy chair. (2) Let the boys make a miniature Texas ranch in the sand table. (3) Make posters advertising the sale of leather chairs.

III. Radio:

The following questions will help create a background for the study of this project: How did you hear Edward's abdication speech? How could you hear the President's speech last night? Every day all of us listen to music and programs of all kinds not only from our own country but even from Europe and other foreign countries. Who made this marvelous invention possible? Name the parts of a radio.

A. Inventor: (1) Tell the story of his life (Catholic). (2) Map Study: (a) Italy is in (b) Italy is of the United States. (c) I would cross the Ocean to go to Italy.

B. Mahogany: (1) Map Study: (a) Central America is of the United States. (b) Cities where radios are made. (c) Trace mahogany being shipped to one of these cities. (2) Process through which mahogany passes.

C. Mechanism: (1) Vacuum tubes: (a) Construction, (b) partly the principle of the electric-light bulb, (c) inventor of the electric-light bulb. (2) Rubber: (a) Where and how obtained?, (b) processes through which it passes, (c) Charles Goodyear, (d) rubber used in a radio. (3) Wire: (a) Certain kind for a radio, (b) where obtained. (4) Class: (a) Materials, (b) how made, (c) glass factories.

D. How the Radio Works: (1) Electricity: (a) How it was discovered, (b) how it works in the radio. (2) Batteries: (a) What they are made of, (b) the principle on which they work in the radio. (3) Amplification. (4) Broadcasting.

E. Benefits of the Radio: (1) Current news is known sooner. (2) People while enjoying the comforts of their own home can take in a good program or entertainment. (3) Poor people as well as the rich are enabled to enjoy high-class music such as opera (speeches). (4) Because of the diversified programs the radio is really a liberal education in itself.

F. Activities: (1) List the station over which world news is given. (2) Memorize several of Benjamin Franklin's wise sayings. (3) Print Edison's motto in your notebook. Read it every day and see if it doesn't inspire you. (4) Compose a playlet or pageant with the characters representing the countries, states, and people used in the project. (5) Set up a make-believe broadcasting station and dramatize the playlet or pageant.

Notes to the Teacher

I have presented the outline for three articles. The teacher together with the pupils in groups should outline the other articles until they have furnished a room, so to speak. Each group should arrange their work in booklet form. When the whole unit has been completed, compile the booklets to be left in the school library.

In finding references for this unit, instead of the texts I have used, the teacher will supply texts used in her particular school, together with supplementary books, encyclopedias, and school magazines from the school and public library.

In the Radio Outline part D. C. should not be expected to be worked out in detail, as children of this age cannot as yet fully comprehend this science.

The Activities should take care of individual differences to a great extent, such as: Making scenes in the sand table; collecting pictures, articles, etc., from the newspapers; making posters and costumes; good readers, singers, actors, dancers, and the ability to play some musical instrument; keeping the bulletin board up to date.

This unit should require two weeks of intensive work or four weeks of supplementary work together with the regular textbook program. However, this is left to the discretion of the individual teacher, who knows her class and can adapt the unit accordingly.

This unit illustrates how an activity grew out of a real classroom situation and the actual manner of proceeding with it. When the unit-activity method is introduced into the intermediate grades for the first time, this unit could be well used as I endeavored to compile it with these ideas in mind: It is not too long or too difficult for the first attempt; it leads from the known to the unknown; it makes success within the reach of every child in his own individual way.

Teaching Religion Through Mental Pictures

Sister M. Mercedes, O.S.F.

"What shall I do to make these little ones really love and appreciate the wonderful life of Jesus?" This question is often in the mind of every Catholic teacher. We are ever seeking for better means. The following method may be of service to those who have the privilege of leading the little ones to Jesus. A "Mind Picture" is placed before the child so that he may see the events clearly as they happened. Then by means of the recall and thought questions, the story is impressed upon the child until it becomes, as it were, a part of him.

The following suggestions may be of service:

1. Prepare the children for the mental picture by telling them in these or similar words, "I am going to give each one of you a picture—not a real one, but a picture in your minds. Let's see what beautiful pictures we can make. Try to be very, very quiet to the end of the story. Then the pictures look better. Are you all ready?"

A slight pause between the sentences, helps to make each idea stand out more clearly.

2. The questions for recall serve to impress the story on the child's mind.

3. The thought questions serve to elicit the

child's ideas and opinions. By thinking and judging of the actions in the story, the child makes it a part of himself.

4. The resolve may be carried out individually, or by the class as a whole.

5. An art picture of the scene, after the story has been presented in this manner, will prove doubly interesting to the children.

Mind Pictures of Jesus and the Children

It will soon be dark. The sun is going down, down, behind the hill.

Men and women and children have been listening to Jesus all day. Now they are starting to walk back to their homes in town.

Jesus is very tired. A big rock is near Him, so He sits down on it to rest a little. Can't you just imagine how tired He is, after teaching those people all day? And besides, from very early in the morning, sick people have been coming to Him. He makes everyone well.

Some women with their children are waiting. They want Jesus to bless their little ones.

But the friends of Jesus see them, and they say, "Take these children home, and don't

bother Him now. Can't you see He is tired?"

Just then, a little child, like you, runs past them and in a minute he is in Jesus' arms. Jesus' face is all smiling. He doesn't feel tired any more.

Looking up, He tells His friends, "Don't send the children away. Let the little ones come to Me. I want them to come, every one of them."

The children run to Jesus. He pats each one on the head and blesses them. After that they go home with their mothers. But do you think they will ever forget Jesus? No, they never will.

1. Recall Questions:

- Was it morning or evening in our story?
- What did Jesus do all day?
- Why was He sitting down?
- Why did the women stay when the other people went home?
- What did the little boy do?
- What did Jesus tell His friends?

2. Thought Questions:

- Is Jesus kind?
- Does He love you?
- Does He want you to love Him?

Would you like to be very near Jesus?

Would you like to talk to Him?

What would you like to tell Him?

3. Resolve:

To visit Jesus in church and tell Him you want Him to bless you as He blessed the little children then. Tell Him you love Him.

All close their eyes and whisper, "Bless me, dear Jesus."

A Mind Picture: Mary Magdalen is Sorry

Jesus is in a big house, sitting at the table. Everyone there is looking at Jesus. They want to know what He is going to say next.

Just then a beautiful young woman, whose name is Mary Magdalen, comes in. She is carrying a bottle of very costly perfume in her hands. This young woman had been very bad, but Jesus made her good again.

Now she walks right up to Jesus and kneels down on the floor beside Him. Tears are falling down her cheeks. She is so very sorry for her sins.

Then breaking the bottle of perfume, she pours every drop on the feet of Jesus.

With her long, beautiful hair, she wipes them until they are dry.

Jesus looks very kindly at Mary Magdalen. She is very happy for He tells her, "Your sins are forgiven you, Mary, because you have loved Me very much."

1. Recall Questions:

- Where is Jesus sitting?
- Who comes in to see Him?
- What has she in her hands?
- What does she do with it?
- What does Jesus say to her?

2. Thought Questions:

- Was Mary Magdalen glad to do something for Jesus?
- Was she really sorry for her sins?
- How do you know?
- Did Jesus like what she did?
- Was she ever bad again?
- When you are naughty sometimes, what will you say to Jesus?

3. Resolve:

To visit Jesus and ask Him always to keep you good.

When you are naughty, ask Jesus to excuse you, and help you to be better.

Lessons in Creative Art—IX. Summary

Sister Margaret Angela, S.H.N.

We have taken the most important divisions in creative art, which are clearly essential in teaching drawing to the boys and girls in our elementary schools, and developed, in the fewest words, with the best possible effort, the essential characteristics and principles of each.

A brief summary will be helpful in tying any loose ends of information which might still be entangled in the mind. Though the school term is closing we must not stop in our way, but continue to reach ever out and on toward the work stretching before us.

We have seen through the year's work, the grave necessity for understanding the principles involved in each individual heading, and at the same time how all blend together, round out, and complete the subject of art. It is not possible to omit one single grouping, from our instructions on the subject, without breaking or leaving the needs so requisite quite incomplete.

Art is a valuable subject to the child, and if inclined to refute such a statement, look at the world about us; the natural world, with its seasons, its wealth of beauty and color, its moods—gay, somber, threatening, brisk, peaceful, silent; its skies, in fantasies of clouds, stars, sun, moon, and kaleidoscopic colors; its mountains, lakes, trees, flowers, and birds. Surely if God, in His wisdom and love, saw that beauty was essential to the human soul, shall we doubt? And our Blessed Lord, in His parables, His sublime lessons to the multitudes who followed Him, used in His Infinite way, the bridge of Nature, over which the children of man might tread, in certain steps, to heaven; and heaven might, in all its sublimity, be brought down to earth.

Then we have the gifts to man, developed in the great industries, the products of which are never absent from the minute divisions of our day. Art is in every one, the planning, ornamentation, designing, advertising. Let it be in our classrooms, too.

Figures, Objects, Color, Design, Lettering, Poster Arrangement, Pictorial Composition, Illustration

Figure Drawing: In its three forms of presentation, the stick figure, loop figure, which tend to the more realistic contour of the human body, and the squared figure, for odd characterizations. These figures, in all three methods, in their proper time and place in the work, may be presented in all eight grades.

Object Drawing: Single objects, and then in groups for the more advanced grades. The objects drawn, with no reference to the ellipse nor to perspective, may be of many and varied types. Vases, bowls, baskets, flowerpots, dishes, toys, mechanical objects, airplanes, cars, trains, sailboats.

The objects may be either cut from paper, on the fold, or drawn freehand. The simpler objects should be chosen first and the preliminary lessons in paper cutting. Observation is developed better too, for beginners, with cutting shapes, rather than drawing.

Color: Teaching primary and secondary colors, and how to mix secondary colors. The three harmonies, which will supply sufficient scope for interesting and varied color combinations. The Complementary Harmony, meaning the two colors directly opposite one another on the color wheel. The Triadic Harmony, including three colors, which form an equilateral triangle on the color wheel. Four groupings are obtained from this harmony. The Split Complementary Harmony, the three colors which are touched by a triangle with a base equal to one half its height. The point touches one complementary color, while the base takes a color on either side of the corresponding complement. There are twelve groups of color combinations in this harmony.

If the colors and harmonies mentioned above, are well understood by our elementary pupils by the time they leave for their secondary education, our task will be splendidly accomplished.

Design: The seven motifs of design were mentioned, as the definite foundation for all types and forms of this division of art.

The three types of design are the Naturalistic (any landscape painting, figure study, portrait painting, still life, flowers, fruit studies, taken directly from nature and reproduced on canvas or paper). Conventional, the general contour of form may be naturalistic, but the spacing, designed forms, are similar to stencil effect.

Abstract: which breaks away quite defi-

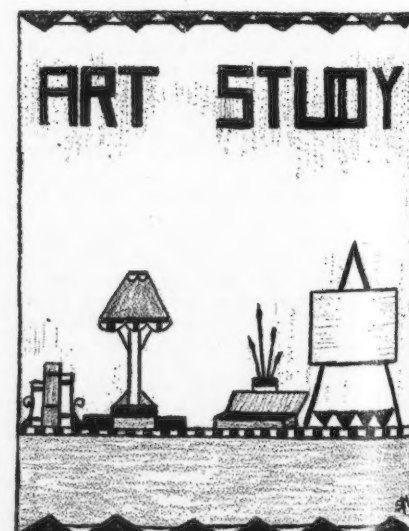


Plate I. Teaching Creative Art.

nately and charmingly from the natural object, in practically every way; a distinct design. One might say that a tree in abstract form had little likeness to a tree, except in a structural sense, but delightful in originality, and expression.

It is to the conventional and the abstract form of design we turn, and toward which we wish to lead our pupils, where talented and untalented alike may taste of the enjoyment and delight its way holds for them.

Lettering: Only in the block form which may be in the cutout letter or drawn letter. Methods and helps have been given to lighten the tedious preparation for the large classes, and teaching the individual pupil himself to shoulder his own responsibility. The oblong, fitting between the two ruler lines, is an additional aid for the drawn letter, in fixing the spaces in a simplified and efficient way, to avoid the interminable measuring with a ruler.

Poster Arrangement: Regarding letters and placement of design. The cutout poster with its advantages of studying arrangements, by shifting the objects for the poster in very strategic positions, before the actual attack in the pasting begins.

The drawn poster, with its various preliminary steps. General mass blocking before any detailed work is begun on either the lettering or design. Work for large, simple effective masses.

Pictorial Composition: Worked out in two forms; first, based on vertical and horizontal lines for the foundation layout, from which the creative touches develop. The arrangement of the vertical and horizontal lines must leave no background spaces of equal proportion.

Second, the Pictorial Composition based on the curved lines. This foundation layout in diagonals has more interesting prospects, gives a feeling of activity which is absent in the vertical and horizontal plan. The furnishings of the composition are added as the needs of the picture call for them, which is the creative part of the work and the most delightful.

Illustration: With either the vertical or horizontal foundation, or the curved line plan as the basis for the illustration work. Children find great joy in this work, but the teacher must always be alert to guide and direct.

So we come to the conclusion of the few notations on subjects in the vast field of art. Though our efforts may seem as a small drop in the ocean of activity, that drop of the oil of good will and effort will permeate beyond the vision of our expectations, and it will be only when we have quietly slipped through the portals of this world, into the eternity



Plate II. Teaching Creative Art.

of radiant joy, that we shall realize all, looking upon Him who is Beauty ever ancient, ever new. Then we shall truly understand and truly know.

"Tid, You've Dot My Top"

Sister Teresa, O.S.U.

"Tid, you've dot my top." This sentence from a sixteen-year-old boy in my sophomore English class aroused my interest, as I passed through the playground on the first day of school.

A few days later, Joe had given his first floor talk. In order to promote attention, I often quiz one of the others. I called on a girl: "Please repeat a few facts from what you have just heard."

"I can repeat nothing. He talks like a baby and I can't understand him." There was laughter, which I meant to silence once and for all.

"Well, I can understand him, and I have noticed that when he speaks in class, he usually has something to say." I sensed that the class, especially the boys appreciated the remark, and Joe and I became friends.

I had discovered a good asset in the fact that Joe apparently was not self-conscious. For several weeks I said nothing, as I diligently searched for the cause of his impediment in speech. After each class, I wrote the words he had mispronounced, in order to study them later. I soon discovered this: "Dood" for good; "Dot" for got; "Dame" for game; and so on, indefinitely. I then

listed: "Tind," for kind; "Tid," for kid; "Tat," for cat; "Tatcher," for catcher; "Atross," for across; etc. It had become evident that all the boy's "G" sounds were changed to "D" sounds, and all his "K" sounds were changed into "T" sounds.

I continued for several more weeks, listening for some other letter that interfered with his enunciation, but I found none. When I was completely satisfied with this I called the child and told him of my discovery. He was delighted and especially so, when he learned that by careful attention he could make a "G" or a "K" sound.

I advised him to watch carefully at recitation, immediately substituting the right for the wrong sound. I asked him if he wanted me to help him there, and I found him most eager for help. While he recited, I would quietly interrupt, first with the correct sound, then with the letter, and finally with the word. He would repeat, eagerly watching my lips.

I encouraged spontaneous praise from the class: "Why, he gave that sound as well as

you!" Finally, they ceased to notice, as the work went on and improvement was rapid.

I had another very interesting experience with this child, one that I want to share with other teachers. He was an utter failure at spelling. There was only one good speller in the class, so I decided to have spelling bees on Fridays, alternating with the written spelling. Joe did not like the spelling bees. He was always chosen last, took it as a matter of course, and begged to be dismissed from the humiliation of being chosen at all.

"No, Joseph," I urged. "I think your difficulty in speech and your habitual carelessness in studying sound are the causes of your bad spelling. If you wish it, I shall be glad to give you the phonetics of spelling." I discovered that the whole class needed this, and I gave them a good drill. This brought to light the fact that Joe did not know how to divide a word into syllables. I drilled them in this too, and in accent. To these helps from the teacher, Joe added intelligent work, for he had a logical mind. I shall pass over the remainder of the mechanics and give the final results.

After about six months of this sort of work, we began, one afternoon, an old-fashioned spelling bee.

"Joe!" called the captain, "first."

"Kindly allow me to interrupt," I insisted. "I want to call the attention of the class to the fact that Joe has been the first choice. You are all aware that he was called first, not

out of sympathy for his feelings, nor out of personal preference for him, but because he is one of the very best spellers in the class." I then showed the class Joseph's English book, that they might see how the spelling pages were worn from hard study.

Two other boys were poor spellers and the three had met at each other's homes and had someone to pronounce the words for them to spell after school and on Saturdays, but in becoming better spellers the others had not accomplished nearly as much as Joseph, because he had overcome, to a great extent, an impediment in his speech. I told Joseph that I was proud of him, and I meant it sincerely, for any teacher may well be appreciative of effort and co-operation.

When Joe came to tell me good-bye after school had been closed for the term, I handed him a chart I had made for him. It consisted of a list of words with the sounds that constituted his difficulties. I said to him: "Every night after work, go over orally a few of these words."

"Ah, it's a hard request," he remonstrated, "for Dad says that the hoe and the plow are waiting for me, and I'll be too tired."

"Just three minutes each day," I pleaded. "This will help to fix the sounds in your mind and to prevent your relapsing."

I left that school and I have heard nothing since. This is a case, unique in my teaching experience and I wished to share it with other teachers.

Epic of the Chippewas

A Sister of St. Benedict

In the days of the beginning, when the world was bright in spring time,
Manito, the Great All-Father, smiled upon His son, the Redskin;

Sent unto him many blessings, for He loved His son, the Redskin.

First the mountains yielded treasures, yielded copper, yielded silver;

Then the valleys rose between them with their gifts of corn and barley,

With their gift of firm potatoes for the palate of the Redskin.

But the sun glared at the Redskin, and the winds whipped at his clothing,

So that Manito, the All-Loving, sent a further blessing to him:

Sent the forests with their shade trees, sent the spruce and pine and birch trees;

For a refuge for the Redskin taught him how to make his wigwam.

And the wild things of the forest, all the deer and moose and elk, too,

Gave the Redskin of their bounty; gave him food and gave him clothing.

And the birds sent down their feathers, all the eagles, hawks, and pheasants

Gave him feathers for his headdress and to speed his parting arrows.

But the Redskin's heart was lonely, as supreme he roamed the woodlands*

And his heart yearned for an equal, one to share his joys and sorrows;

And his strength seemed well-nigh wasted since it had no goal in service.

But the Manito, the All-Mighty, heard the love call of the Redskin,

Heard and answered well its pleading, sent a wife as a companion,

Sent them babes to bless their union—sent

*"Indian Love Call" sounds off stage and continues softly until the lines "till the coming of the Paleface."

AUTHOR'S NOTE. Some of my students pantomimed this reading, written in imitation of the style of "Hiawatha" so successfully that I thought it would interest other teachers. Indian projects are in constant demand, and you may like this one that is rather uncommon. Production will require about 25 minutes and you may use between 20 and 30 pupils; we used 20. The costumes were simple and symbolic. The stage was bare except for the actors. A soloist, off stage, sang the "Indian Love Call" at the appropriate time.

a pretty black-eyed daughter;
Sent a son, their pride and solace.

Thus the Redskin was contented, loved his wife and loved his children,

Loved his son and half-grown daughter, till the coming of the Paleface

Robbed him of his peace and quiet, filled his heart with fear and hatred.

For one day the peaceful Redskin, sitting smoking by his wigwam,

With his wife and children near him, heard a sound, but could not name it;

Caught a scent, but did not know it; saw a thing that sore perplexed him;

For it moved about as he did, seemed to speak a human language;

But its pallor and its clothing and its ways were not as his were.

Yet he made a sign of welcome, trusting, friendly, half-believing

That a god had come to see him.

But the white man looked around him at the comfort and the plenty;

Envied him his vast possessions, envied him his many blessings;

And the wily Paleface plotted how to rob him of these treasures.

First he brought him gifts of trifles, brought him beads, then fire water!

Stole his reason, stole his manhood in pretense of gentle kindness!

When the Redskin, all unconscious, lay in sleep and drunken stupor

Then the Paleface looked about him, greed and avarice in his looking;

From the mountains, seized their treasures, all their silver, all their copper;

From the valleys took their plenty, took their grains and fruits and tubers;

Then he felled the mighty forests, and the wild things fled in terror;

All the pines and spruce and cedars, all the oaks and elms and birch trees

Laid he low in desolation. But he had not ceased his pillage.

From the Redman took his wigwam; gave instead a white man's cottage

Till the young squaw and her children pined and died of slow consumption.

Then the Redman slowly awakened; saw the stripped and barren mountains;

Saw his ruined home and meadows; saw the graves of wife and children.

And his heart rose up in anger, rose in fear and bitter hatred,

And he vowed to slay all white men in revenge for all these wrongs.

All alone he hid in ambush, bent his bow and shot his arrows;

Stalking, killing, in his anger—till a bullet laid him low.

All alone with none to hear him, with no friendly tree to shade him,

Weakened from his fearful bleeding, thirsting for one sip of water,

Wounded sore, in mortal anguish, lay the Redskin on the hillside,

Prayed to Manito, the All-Father, soon to end his bitter pain.

And the Manito, the Mighty, dearly loved His son, the Redskin,

Watched above him now with yearning, watched above with deep compassion,

Heard his prayer, and sent an answer; sent the best of all his blessings.

Came a Blackrobe to the Redskin, ministered to soul and body,

Taught forgiveness and forbearance, spoke of Christ and Mary mild.

And the dying Redskin harkened, heard the word in silent wonder,

Heard, believed, and in deep sorrow, now adored the Crucified.

[Curtain, slowly drawn]

And the Manito, the All-Father, from His throne high up in heaven,

Smiles upon His son, the Redskin, safe forever and forever

In the Happy Hunting Ground.

Suggested Costumes

Mountains draped conelike in burlap with front openings where the silver and copper can be extended.

Valleys symbolic of ears of corn.
Sun in yellow cheesecloth; Wind in pale blue (Wind danced a brief scarf dance).

Trees with actual branches of the respective trees named over green cheesecloth.

Birds with real feathers over brown cheesecloth foundation.

Dear, Elk, Moose, etc. Horns and brown robes. All these arranged in tableau effect on stage as each enters.

Wife, Daughter, Son, and Redskin himself all in Indian costume.

Paleface in hunting costume, gun, cap, beads, trinkets, whiskey flask.

Blackrobe with altar boy's cassock and cross. Reader in ordinary dress.

Primary Grades Section

Alice in "Woodland"

Sister Mary Mildred, O.S.M.

"Ho, hum," sighed Alice as she drummed upon the windowpane.

"The flowers that bloom in the spring, Tra la."

"Flowers in spring! That's what's the matter! It's flowers I want—all the flowers of March, April, May, and June! All in one afternoon. Come along, Rosey Posey, and we'll see all the flowers of spring today."

With that Alice reached for her Magic Wheel, her Jaunting Stilts, and was almost out of earshot before poor little Rosey Posey could interrupt her.

"Nonsense, Alice, you do say the strangest things! How can you see all the flowers of spring in one afternoon?"

"Never distrust your elders, Rosey Posey," said Alice. "Here we are at the edge of the Swamp."

Hurriedly Alice turned her Magic Wheel, and said:

"Hickory, dickory, dick!

Month of March,

Be quick! Be quick!"

"You make me cross, Alice! How can the month of March come now when it is June?" protested the doubting Rosey Posey. "Why—Why—! Everything's changed? The June flowers are all gone, and—and—!"

"Snuff! Snuff!" said roly-poly Peg Legs who had now puffed up on stilts much too large for him.

"I smell Johnny Skunk Cabbage or I'm a—"

"Hold! Hold!" said Alice. "Don't say anything rash! Why shouldn't you smell Skunk Cabbage?"

"I don't believe it's there. I can't see it and 'Seeing is believing,'" said the unconvinced Rosey Posey. "Where is it?"

"Follow your nose," chuckled fat little Peg Legs as he reposed against the stump of a tree. "See?" and Peg Legs pointed out a rank-smelling plant almost at Rosey's feet.

"It does look like Skunk Cabbage," confessed Rosey Posey.

"Of course it does," said Peg. "See that thick yellowish-green hood? Put your finger in the narrow opening at the side. You can feel and see a clublike stem or spadix extending up from the base of the hood. See the tiny yellow flowerets clustered all around the spadix. Touch the flowers. If yellow dust clings to your finger you will have to believe it is a flower."

"Here is close enough! Just why must it have such a dreadful odor?"

"Black mark, number one," said Alice.

"Just how many flowers would live through old age to seed time in the month of March if they had no way of defending themselves? Flopsy and Mopsy Cottontail would devour them before you could say 'Jack Robinson.'"

"They are not so bad looking in their Red Riding Hood caps of brown-flecked green," admitted Rosey Posey, "but, what good are they?"

"No merit badge for knowledge of flower lore for you this year, Rosey Posey. Your humble little brother knows that doctors were supposed to make medicine out of the bitter root," said Alice.

"I'd rather have the disease," said Rosey.

"Really, Rosey Posey, after the flowers disappear, a rosette-like cluster of leaves from one to two feet in length appear, take on a gaudy color scheme, especially in our Eastern lowlands, and decorate the landscape by their abundance," said Alice, earnestly.

"They are not so bad."

"Let's leave the Swamp," begged Rosey Posey; and on they went.

"Look!" said Alice a moment later. "See that cluster of tiny golden yellow flowers all on one stem?"

"Where?" said Peg Legs. "All I can see is a huge dandelion sticking its yellow head up out of the snow. It makes poor Peg's back ache to look at it."

"Not so fast," answered Alice. "You see many tiny flower cups each containing a drop of honey, clustered close together. Together they make up the dandelion's golden sun. These cups close at night and when it rains, so that each tiny cup can preserve its precious honey unharmed for their insect visitors. When the sun begins to shine again, Mr. Dandelion opens up his honey cups."

"The dandelions, they say, were the shepherd's clocks," interposed Rosey Posey, glad to contribute some grain of information.

"When the dandelion presented its golden cups to the visiting insects, the shepherds knew that it was five o'clock in the morning. When the flower cups closed, the shepherds knew that it was eight o'clock at night, or that a rain was coming."

"Grandpa Dandelion's white head was the shepherd's barometer," said Peg Legs. "When the flower suddenly drops all of its white hairs, a storm is coming."

"What about the children?" asked Alice.

"Oh, that's an old story," said Rosey Posey. "Blow on a white-haired dandelion three times, and say:

"If any hairs are left on its head,

Your mother wants you, so 'tis said."

"Italian immigrants taught us to use the dandelion for food," remarked Alice. "They say that dandelions are a good spring tonic."

"How did the Italians know about dandelions?" asked Rosey Posey.

"Silly," chuckled Peg Legs.

"Dandelions grew in Europe long before Christopher Columbus discovered this new world of ours."

"But, how did they get here?"

"Hitchhiked as stowaways, I suppose. Some seeds could have hidden themselves between the soles of Columbus' boots. Some might have embedded themselves in sacks of rice, or in pockets or in many other places. Once planted, even though accidentally, they are almost impossible to kill."

"My father said that he thought the roots came up from China—at least he had to dig that far, he thought, to pull one all out," said Rosey Posey.

"It is extremely difficult to get an old root out entirely. Even if one inch of a root is left, a new plant will spring up from it," remarked Alice.

"They're a pest," said Peg Legs. "I hate them while I dig them out—but when I see

a ripened seed with its perfect parachute float off through the air I know that God has used even such simple things as a dandelion seed to help our 'Bird Hen' fly."

"This must be Sunday," said Alice abruptly. "Just look at Jack-in-the-pulpit preaching over there!"

"What is he preaching about?" asked curious Peg Legs.

"I think his text is 'Things are not what they seem.' You see, you think that Jack is only one flower, but if you look at the base of the spike (or where Jack stands on his feet) in the pulpit you will see many tiny yellowish-green flowers clustering all around the spike," said Alice.

"Something like the Skunk Cabbage," answered Peg Legs.

"It doesn't smell quite so bad," said Rosey Posey.

"It's a rather wicked flower, though," said Alice, "even if it is in a pulpit. Its pulpit catches raindrops and also exudes a sticky substance. When curious insects go wandering inside, they are caught in the liquid and cannot get out."

"Rather mean of it," said Peg. "Still, it has good qualities. I think I've heard that Indians used its bulbous root for food. I think I'll try it."

"Better cook it first," advised Alice, "or you will be hopping around with a burned tongue like Brother Rabbit when he tried it raw."

"Jack is a cousin of Miss Calla Lily," said Rosey Posey. "I know that much. I think I'll dig one up, roots and all and plant it in our back yard."

"Better not," advised Alice. "Wild flowers often do not grow well after being transplanted. In that way many of our beautiful wild flowers are becoming practically extinct. Do not kill poor Jack, for though he is somewhat of a rogue, still he is an interesting acquaintance."

"Look for the Columbine," said Alice. "Often it is found near Jack's pulpit."

"Columbines do not bloom in March in this latitude, nor Jack-in-the-Pulpits either," said Rosey Posey, hastily.

"That's all right," said Alice. "By mistake when I went to turn to April, I said:

"May! May!

Come and stay!"

"And here it is. So we must accept what is whirled. If there's time I'll call April later."

"There they are now!" said Peg Legs as, throwing his walking stilts to one side, he stooped to press a mass of crimson yellow-faced flowers to his heart.

"Be careful," warned Alice. "Do not pull up the wild Columbine by the roots."

"As if I would," reproached Peg Legs.

"The roots are placed in the soil only a very little way. It is so easy to uproot them because they often grow on the hillsides and the spring rain robs them of their soil, and their stems are tough."

"Aren't they beauties?" said Rosey. "The Columbine is our national flower. I wonder why!"

"Can't you see them nodding in the breeze and waving at you? I like to think that they, in this way, represent the hospitality of our great nation for the less fortunate in other lands," said Alice. "Can't you see how nearly

the word *Columbine* is like to the word we use for our nation, *Columbia*? *Columbine* comes from a word meaning dove. If you look closely at the flower, it seems as if several doves, so they say, were trying to eat out of one dish."

"I like to think," remarked Rosey Posey, "that each spur stands for a horn of plenty. Sometimes I think I see the eagle's talons in its five spurs. So the *Columbine* really represents our nation."

"That is very fine," said Peg Legs, "but I like best to sip the honey from its gold-lined scarlet cups. I call them *Honeysuckle*."

"We sent specimens to the Royal Gardens of England during the reign of Charles I. They are growing there now," said Alice.

"How did they last so long as to go all the way to Europe without withering? It took a long time then," said Peg Legs.

"Did no one ever explain to you what is meant by sea gardens? No? Then I'll explain. From very early days we find that governments were interested in securing the plant life of other countries for their own. On the ship of Christopher Columbus undoubtedly a botanist came to America.

"In these olden days securing a sea garden was a serious undertaking. The plants must be protected from the salt water and its spray. The casks in which they germinated must be carried on deck in order to benefit by sunshiny days. They must be protected from wind and from cold. In wintry weather they must occupy the cabin and the cabin stove must turn the cabin into a greenhouse. All dogs, cats, rats, etc., must be banished from the ship. Often this annoyed the sailors and even led to disaster.

"At present such trouble is not necessary, and it all came about as if by accident. In this way God often helps His children.

"Doctor Nathaniel Ward was a physician, born in England in 1791. As a young doctor he was required to study about herbs and flowers, or botany as it is called. He often went out for a walk in the country while the day was young. One morning he carried home with him the chrysalis of the Sphinx moth. This he buried in moist earth in the bottom of a wide-mouthed bottle, which he placed in a sunny window. Of course, he covered the opening.

"A week later he was astonished to see little green sprouts growing vigorously in the closed bottle. No water had been given the plants yet. Doctor Ward saw that a film of moisture had collected on the inside of the bottle. When the bottle cooled off after sundown, the water inside the bottle ran down into the soil and germinated the plants. Soon tiny plans were growing merrily inside of the bottle, without any aid from without except that of the sun.

"Protected from wind, dust, and dry air, the seeds grew and flourished. Soon these bottles were tested out in climates of various degrees. In each case the seeds grew and thrived.

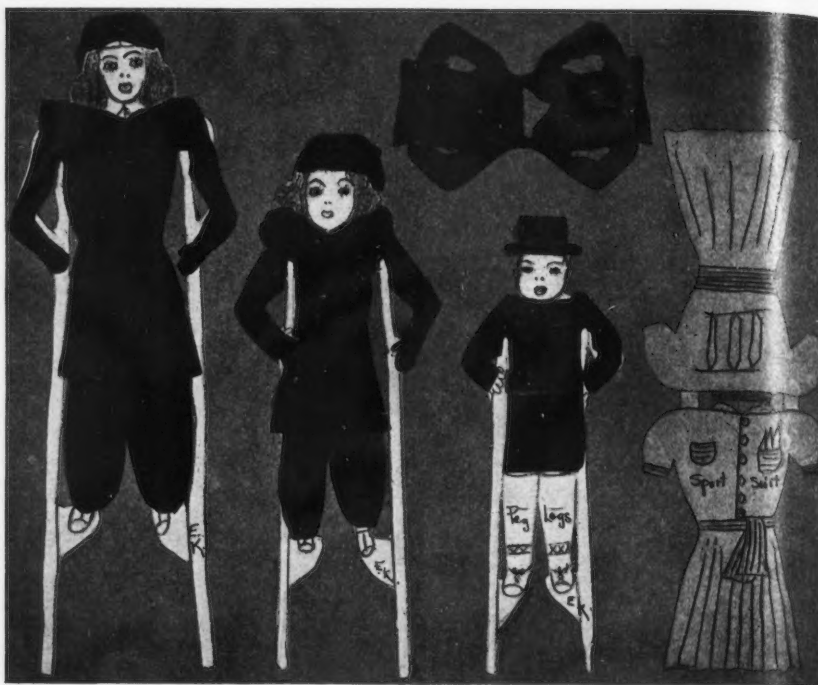
"Doctor Ward was now happy. Soon he had glass 'Wardian cases,' as they are called on practically every vessel that sails the seas.

"Gone now was the drudgery of importing plants, trees, and seeds. The Wardian cases provided a watertight compartment where plants could grow at ease," said Alice.

"What did they look like?" persisted practical Peg Legs.

"Like an oblong fish bowl," said Alice.

"One new duty arose with the coming of the Wardian cases. Many people brought



Alice, Rosey Posey, and Peg Legs and Patterns for the Girls' Dresses, Designed by a Primary Pupil.

destructive plants into our country. Now this can no longer be done. Officials meet the cases at the harbor, inspect the plants, and force the carrier to return the offensive plant to its own pasture."

"Wh! Wh! Wh!" cried Peg Legs as he blew three puffs upon Grandfather Dandelion's hoary head. "My mother wants me. It's time to go home."

"Let's use the Magic Wheel," said Alice. "Whirr! Whirr!"

"I don't believe in your old wheel," stubbornly persisted Rosey Posey. "I think the only wheel you can find are the 'wheels in your head.'"

"Seeing," you said, "is believing," was the laughing answer made by Alice.

"And, you must admit — we did have fun!"

Occupational Work

Using the accompanying figures as guides, cut and color Alice, Rosey Posey, and Peg Legs on Jaunting Stilts,¹ attired for March in snow suits and dressed for June weather.

¹The accompanying figures were designed by a child, Edythe Kennedy of Cherokee, Iowa.

TEACHING BEGINNERS TO READ

The youth who can undertake a difficult piece of work with method and precision is confident in the undertaking and happy in the results. The school owes him the secret to this mind set and fails in function each time it neglects this objective. To be assured, therefore, that these desirable elements will be effected by our reading program, let us be certain: (1) that every child is mentally fit before he is asked to read; (2) that every child is given an adequate background of experiences in preparation for formal reading; (3) that the results of carefully constructed tests are used to determine at what

time the child is ready to read material of increased difficulty; (4) that the child is supplied with efficient means of work attack; and (5) that reading is considered as a tool which must function in many and varied life situations. — *Sister M. Dorothy, O.P., St. Joseph College, Adrian, Mich., at the N.C.E.A. Convention.*

A SUGGESTION

Let's go hunting in the basement, attic, storage closets, etc., for possible fire hazards. How about the old desks with broken backs, the pieces of crating from the new equipment received this summer, and the excelsior used in packing. Let's get them thrown out, burned up, or safely stored. Then there are the back drops and other stage effects saved from year-before-last's play because we "might use them some time." That pile of books whose use was discontinued last year might better be given away or sold or gotten rid of some way right now because we'll never go back to them; there will always be a new text coming into the picture. Let's throw out the old varnish and paint cans with a little dried-up material in each and let's check our electrical circuits and outlets to be sure that there is no danger of shocks to the children. Let's play safe. — *Iowa Janitors' News Letter.*

CLEANING DOORS AND WOODWORK

Doors and woodwork in schools are frequently subject to fingerprints which require frequent cleaning. The paint on doors and woodwork can be saved and the appearance of the entire surface can be made more attractive if, after cleaning the surface, a light coat of water wax mixed with water is applied. The wax will give the surface a nice gloss and will to a certain extent repel the dirt. In washing, the wax will be removed and the paint surface will be saved.

The Fabric of the School

The Planning, Construction, and Equipment of Modern Parish-School Buildings

Planning Catholic-School Buildings

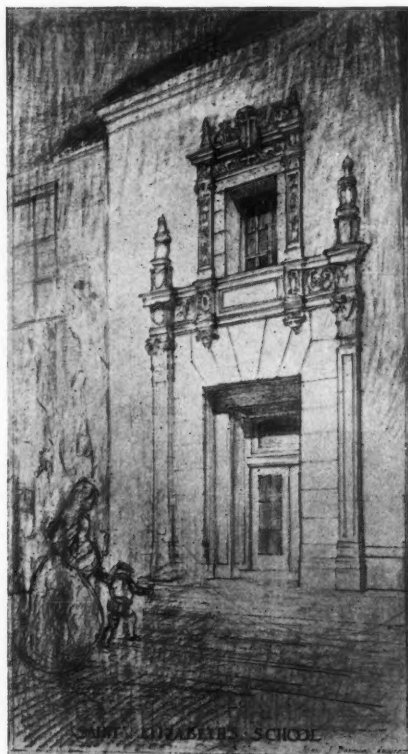
John J. Donovan, A.I.A.¹

PLANNING a Catholic-school building calls for the same skills and the same procedures as the planning of any school building or plant. It is first necessary to know or learn the purpose, the content, the function and other relative matters, facts, traditions, and so on, and to orderly record them prior to the use of the drafting pencil and paper. Otherwise failure to state the problem properly and adequately at the early stages is bound to be the ultimate result.

Like the solutions of even the most intricate of problems in mathematics, the problem of designing a good school building is not difficult if certain fundamentals are known and applied and accompanied by earnest self-application. It is assumed, of course, that the architect is a man of education, that he is well schooled and trained in the arts of architecture and in the science of construction and building, as well as in the management and direction of building operations.

When we speak of Catholic schools, we embrace a wide range of educational and religious institutions. Starting with the small neighborhood parish school, the gamut extends through the larger elementary, the grammar, junior high school, senior high school, the college, the university, and even into the seminary. The main branches extend in many directions, likewise the lesser branches, for we have the boarding schools, the academies, the finishing schools, the orphanages, and schools for defectives, and as we wander into the far-reaching lanes of Catholic educational endeavor, our explorations seem almost endless. But it matters not whether the building is a small parochial school or a university, the approach to the problem is by meditation, assimilation, study, and then a full and complete detailed statement of the problem. By statement of the problem is meant a completely prepared analysis of the future content of the building or groups of buildings.

By meditation and assimilation (and this is meant for any school building) it is necessary to acquire a little or much of the history of the teaching organization or order, its background, its aims, its manner or mode of living, its ideals, and its purpose. Pleasant sociabilities should prevail, for it is from these contacts that finer understandings will follow. Haste and hurry are out of order and are conducive to misunderstandings, misfits, and unsatisfactory results. It is well to learn



The entrance to the parish-school building should reflect the beauty and the ideals of the educational service carried on within. The details of the entrance to St. Elizabeth's School, Oakland, Calif., are in Mediterranean style, like the building as a whole.

the aspirations of the sponsors of the undertaking. Are they prone to think in terms of mere limitations, of cheapness, or are they inclined toward permanency, durability, degrees of elegance, appropriate to the purse and the spiritual values of their buildings? Here is where the architect can render perhaps his best service by passing along his experiences in the futility of cheap and temporary construction, appointments, and finish. It is far better to build less and well than to build wide and shoddy.

Planning is Applied Knowledge

The solution, or even the statement of the problem, requires time, deliberation, and

understanding of the work to be done. It involves the type of school—elementary, junior high, senior high, etc.—the area of land for buildings, for play, and for other activities; its location, the orientation of the buildings and that of its component parts; the present enrollment and that of the future; its teaching staff and its accommodations, the administrative offices, how many and to what extent; pupil accommodations other than of instructional rooms. A careful analysis must be made of all instructional departments and their subdivisions. For instance, let us take the classroom. There is to be determined the number of classrooms from the enrollment and the average daily attendance; the number of occupants to each classroom; the number of classrooms to each grade. This is no mean problem, nor is it to be taken lightly, but rather it should have a careful examination of the attendance records and the ages of the school population.

The type of classroom is a part of the program. Shall it be of the wardrobe type, the cloakroom type, the activity-alcove type, or shall it be the classroom without any of the above and with lockers in the walls of the corridors for the storage of pupils' clothing and books? And at this point the architect should know whether the school is to be conducted on the traditional or transitional order (the latter often called the platoon system), so that proper accommodations may be made for the clothing of the pupils.

The statement of the problem must include such information as that of blackboards, area of same, height of chalk rails, pinning spaces, floor, walls and ceiling, materials and finish, artificial lighting, radio, phone, bookcases, clocks, buzzers, electrical receptacles, wash basins, size and hardware of doors, and so on down the line until all the details of the room and its contents are recorded. And of the utmost importance is the type of seating equipment, for that and the number of occupants determine the size of the room.

Now, if the school is of the elementary grade, shall there be a kindergarten, and what shall its size and appointments be? Space is too limited to enter here all the details and ramifications, but may I say that the Bruce Publishing Company has published a book which was prepared for the purpose of facilitating the statement of the problem and for checking the drawings against or with the statement. It is my belief and that of those in the educational profession who do know,

¹Architect, Oakland, Calif.

that the first- and second-grade rooms of the elementary school should be a modified form of the kindergarten.

What about the school library for all types of schools—size, location, number of seats and tables, number of books, use, etc.? Likewise the assembly hall or auditorium must be given its detailed study. The items are too numerous to include here, but may I call attention to the acoustics, the floor, the stage and its equipment, storage of seats if the floor is flat or only partially flat, drapes, windows, ventilation, lighting, accessory rooms. Shall it be used also as a gymnasium (which is not considered good practice)?

Problems of the Modern High School

What has been said about the classroom, the library, and the auditorium is hardly more than a mere mention of the work to be done. Likewise what could be written here relative to the secondary schools and institutions of higher education must be only briefly sketched. In the high school, for instance, we have the science department—chemistry, physics, biology, botany, etc. The detailed information pertaining to any one of these laboratories is enormous and the type of equipment is varied. Very often, and wastefully for administrative purposes, the width of the laboratory is no greater than the width of the classroom, whereas it should be wider.

The number of pupil stations to each table is a matter to be determined in order that the room may be economically planned and built and adequate for its purpose. The number of pupils to each section must be given consideration and study, for it is true that we have departed from the old rule that 24 pupil stations should determine the size of the room. In certain schools it is far better to provide for 30, 32, 36, or 40 pupils. If the number is in the upper brackets this will mean that an instructor and an assistant will conduct the work of the class, the

assistant to do the odds and ends—correcting papers, leaving the more important work; namely, teaching, to the instructor.

The question arises, shall the laboratory serve as a laboratory where experiments are performed, a classroom for recitations, and a room for lectures? The two latter results are accomplished by providing space for tablet-arm chairs located between the instructor's table and the first student's table nearest the instructor's table. This space should be well planned so that each pupil has a tablet-arm chair.

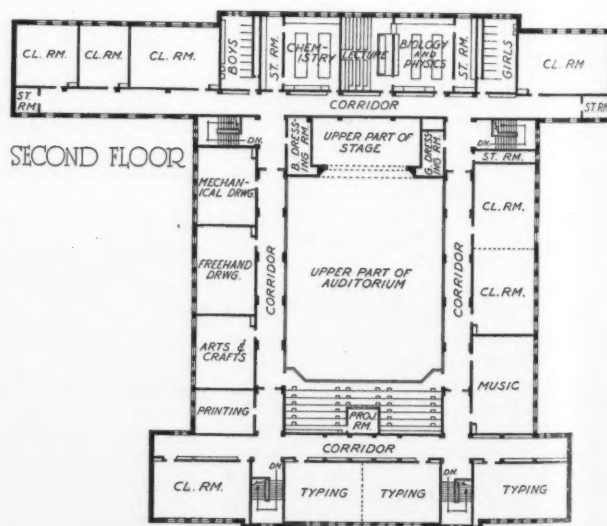
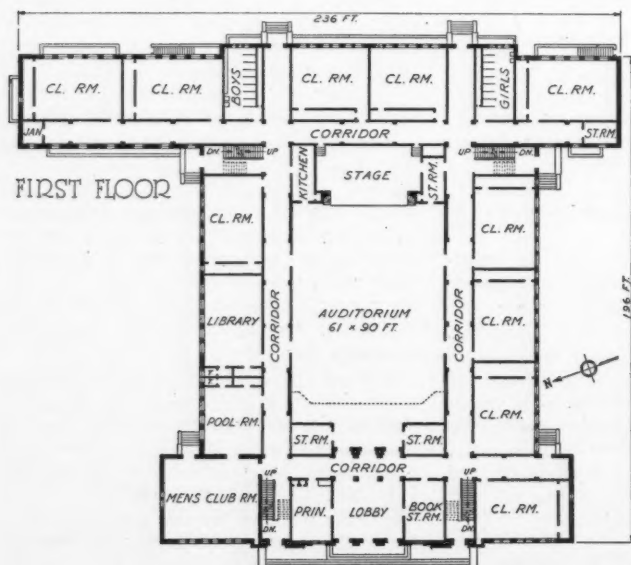
The type of laboratory table is very important; shall it be the flat-top table or the table with shelves above? The latter is not favored by many for the high school as the shelves obstruct the instructor's view of the class, making it difficult to observe whether or not discipline is maintained or whether foolish and dangerous experiments are indulged in. I prefer to see the flat-top table without the shelves. The space to be allocated at each table for a single student is generally 3'-0" for high schools, and from 3'-6" to 4'-0" for college and university students. What shall be the number of sections to use the room? How long shall each class period be? Shall the table be made for students to work on either side, which means a table 4'-0" to 4'-6" in width, and the reagent bottles kept in cases recessed into the walls opposite the windows; or shall it be a table 2'-6" to 3'-0" wide where the pupils face one way and the reagent bottles and other paraphernalia are kept in the back of the student tables and available for the students in front of said table? Or shall it be the Lincoln science desk, which was designed by Dr. Otis W. Caldwell, formerly of the University of Chicago and now director of the Lincoln School of Teachers College in New York City? The latter has merits, but I favor the long flat table with tablet-arm chairs between the students' tables and the instructor's table, as the latter provides greater

flexibility and brings the student into closer contact with the instructor. Then again the flat-top table with students working on either side approaches approximately the chemistry tables of universities and colleges and inasmuch as chemistry is a third- and fourth-year study in secondary schools and as most of the students who take chemistry are preparing for the university, it has always seemed to me that the flat-top table arrangement is a leading step to college chemistry work. Then again, with forty in a class it is very evident that the pupils seated at the rear of the room, when the Lincoln desk is used, are too remote from the instructor. However, many instructors favor the Lincoln desk and very largely from the viewpoint of discipline.

Whether or not the school has a mechanical ventilating system, the chemistry laboratory should have a ventilating system of its own so as to eliminate independently from the rest of the building the noxious odors, and this is a fair problem in itself. Of course, here again I have touched only a small part of the requirements of a chemistry laboratory. The same is true of the physics, biology, and other laboratories.

Consider other departments, such as that of social science. I dare say were we to travel through the country and visit high schools we would find in 95 per cent of even the newer buildings that the ordinary classroom is assigned to the social-science teacher, and this is absolutely inadequate for his work. Here the student desk should have a flat top where drawings can be made. There should be window shelves, storage space for maps, and provision for visual education, and for radio so that the class may listen in to speeches and addresses national in character. There is a question in the minds of many whether or not the social-science department should not have a library of its own apart from the general library of the school.

It must be evident from the above that



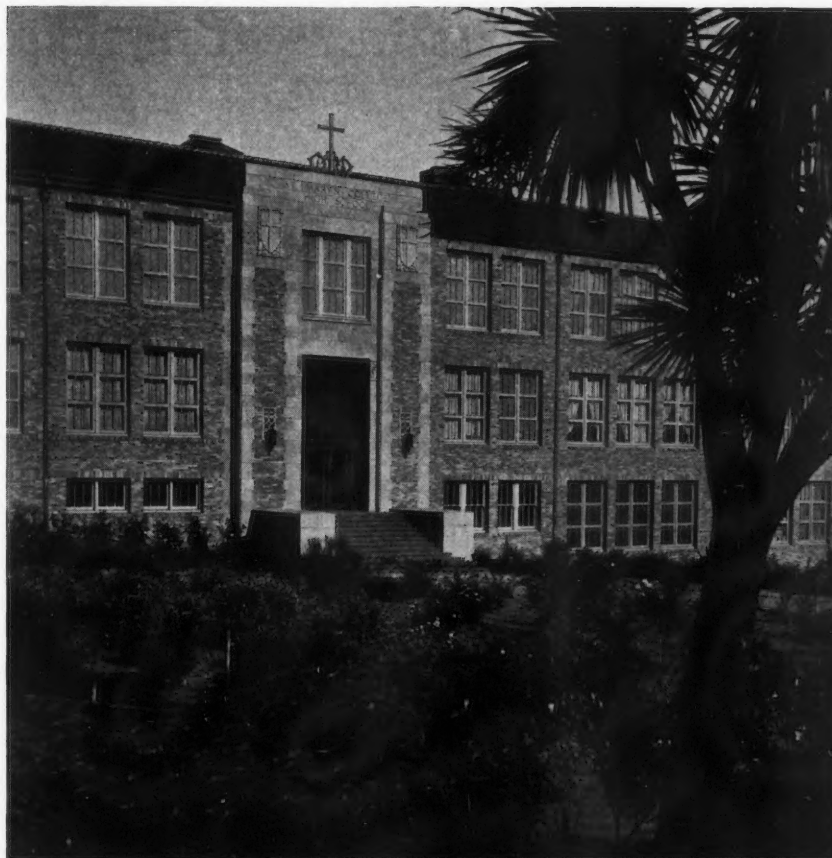
Floor plans of St. Elizabeth's School, Oakland, Calif.—John J. Donovan, architect.—The building is so planned that it may be erected in units and additions may be made without destroying the architectural balance or the administrative and instructional unity.

one could go on indefinitely discussing features of the statement of the problem and so we could, and write volumes about it. On the other hand, I am sure the above is sufficient to indicate the necessity of making a good start in the early stages of building schools, whether they are Catholic or any other type.

Then We Draw the Plans

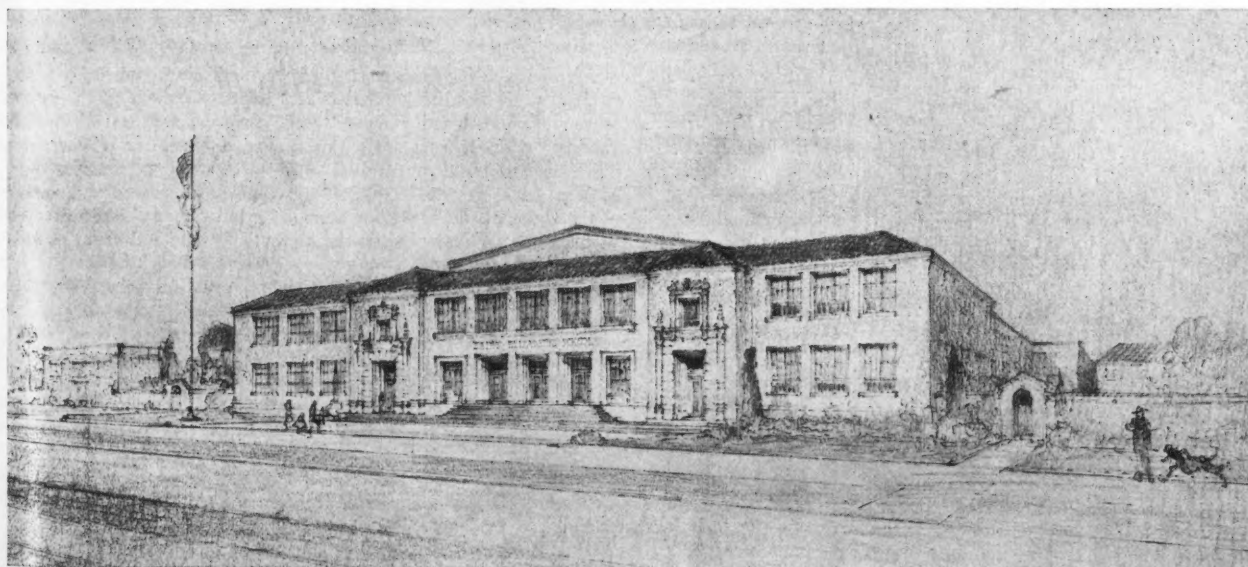
If the statement is followed through thoroughly it will require days, sometimes weeks, and often months to do this part of the work adequately. It requires patience, application, the utmost of collaboration and co-operation of the superintendent, the principal, and the heads of the several departments. The higher the education, the greater the detailed information required and the more hands. I recall having spent three months working with the Sisters of a noted large college and an adjoining high school before we felt that our statement was adequate. This gave us plenty of opportunities to check back and forth as we progressed with each step.

The above is only a meager suggestion of what is required in planning school buildings. As yet I have not touched on their architecture, construction, materials entering into the construction, nor is there space to dwell upon the management of construction, inspection of work, employment of mechanical and structural engineers to collaborate with the architect, all of which are of the utmost importance. But I shall say a final word about providing for the landscape treatment of the grounds, walks, approaches, athletic fields, tracks, pools, and other facilities and beautifications which are not only desirable but needed to round out the project. Don't harbor the thought that any old spud planter or tree pruner is the equivalent to a well-trained and experienced landscape architect. Don't discount the intrinsic value of this final service. It is money well spent. If well done it is indicative of good taste and will be conducive to pleasant surroundings and much happiness.



St. Mary's College High School, Berkeley, Calif.—The opportunity of making this beautiful high school a showplace in a fine residential community has been improved by the well-tended planting in the areas fronting upon the street. John J. Donovan, architect, Oakland, Calif.

If a building and its environment possess not spiritual values in themselves, then they may only possess utility, if that. An educational institution should reflect its ideals, its character, its aims, and the culture and refinements of its people.



St. Elizabeth's School, Oakland, Calif.—John J. Donovan, architect.

Ideals in Seating Equipment

H. E. Bennett, Ph.D. *

CATHOLIC schools are outstanding in American education for the definiteness of their influence in molding attitudes and habits of thought; for formative as distinguished from merely informative influences. Credit is due to the character of the teaching force and to the more definite nature of the curriculum and teaching methods. In this discussion we call attention to one type of influence in the molding of attitudes which is often unappreciated and neglected. Though strictly physical in its nature, it is a factor in determining physical, mental, moral, and social attitudes.

What is Good Posture?

We are speaking of habitual posture. This word *posture* has been so carelessly used, that it needs to be clarified. It ought to be "well shaken before taking." By posture we mean a physical position which is assumed so often, so persistently, so continuously, or so naturally that it becomes habitual. Posture habits modify the cartilages, the muscles, and nerves as well as mental and social attitudes.

For example, a stooped habit of posture very definitely involves a slight flattening of the larger spinal vertebrae on the forward side, a compacting of the cartilaginous pads between them, a stretching and permanent lengthening of the back muscles, and an accommodation of the nervous system to this awkward position. It involves a flattened chest with shallow breathing, an overload and restriction of the heart action, a pressure resisting the stomach movements, general downward pushing and compression of all the internal organs and, with it all, a growing habit of accepting the resulting feeling of depression and lowered vitality as something inevitable.

On the other hand, a habitual erect posture involves an automatic poising of the body weight upon the spinal column, kept in perfect balance by a minimum activity of the back muscles. The shoulders fall backward and downward of their own weight, chest is expanded, abdomen flattened, breathing is deep, and all the internal organs have full space for free and vigorous functioning; all of which gives rise to a consciousness of physical well-being and to a feeling of vigor and energy. This erect posture, when habitual, is one of nature's most effective preventives of lassitude and ailments of many kinds and a most important factor in practical efficiency and the joys of living.

The carry-over of these physical postures to mental and social attitudes is so obvious as to be deeply embedded in our very language. Such expressions as poise, well balanced, upright, levelheaded, straight, backbone, and even chesty, as applied to character traits are derived from the physical posture characteristics which almost invariably accompany and

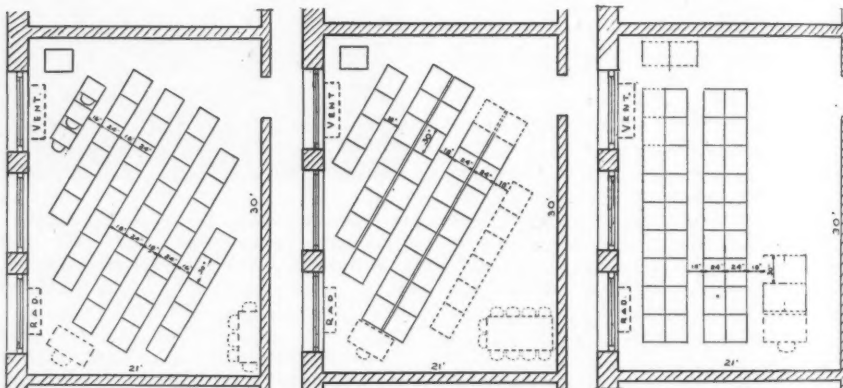
thus come to symbolize them. There is an inseparable relation between the physical and the character habits. Even though the mental or spiritual attitude may be but temporary, the physical bearing is adjusted to express it. When one engaged in a mental difficulty or spiritual struggle squares his shoulders, lifts up his head and breathes vigorously, we know something of what has happened within him. When even the boldest character droops, with head hanging and shoulders falling forward, it requires no skilled diagnostician to recognize the general nature of what has occurred.

Military training, physical drills of many kinds, and training in the physical forms of the social graces, give abundant evidence that the physical attitudes affect the mental condition and social responsiveness even as the latter affect the former. They simply go together as two phases or aspects of the same thing.

But good posture is also essentially a matter of *sitting*, for the simple reason that it is only in sitting that we maintain any one position with sufficient continuity and frequency to establish a definite bodily set or posture. Most of us sit during most of our waking hours; and when we are on our feet, we are so constantly shifting our position and readjusting our muscular strains and tensions that standing habits are not physically significant though they may vary widely in gracefulness. There may be exceptions to generalizations about standing posture, but the facts of sitting posture are common to all but a few deformed individuals.

Seating Influences Posture

Well-designed seats make good sitting posture the most natural, comfortable, and least fatiguing. With their aid erect sitting becomes habitual with the very minimum of effort and supervision. Improperly designed



1. Diagonal arrangement avoids glare, provides best illumination, and is economical of space.

2. Surplus desks should be removed. Note teacher's desk at the rear, project table, and open space.

3. Best lighted portion of the room is used for seating, with open space for supplementary activities.

A most serious shortcoming of much physical culture is in the artificiality of posture training. Erect posture is too often assumed to be some sort of rigidity, stiffness, or posing; a pushing up of the head or pushing out of the chest, a holding back of the shoulders and flattening of the abdomen. Good posture has become associated in many juvenile minds with some sort of awkward and unnatural muscular tenseness. The important fact to remember is that good posture is merely a natural poise and is the most completely relaxed and nonfatiguing upright position which can be assumed. If the body is truly poised, the falling back of the shoulders, expansion of the chest, deep breathing, and all the characteristics of perfect erectness follow automatically and without the slightest exertion. The spine carries the body weight and since the spine is made of bone, it never tires. Erect posture is therefore essentially relaxed, comfortable, restful, healthful, attractive, and efficient.

seating, like an evil environment, is an ever-present bad influence which might be overcome by sufficient expenditure of will power and supervision, but which is bad for all and to which all too many surrender.

With the constantly increasing importance of reading in education and throughout life, and the incalculably fine and rapid co-ordination of eye muscles which it involves, the conservation of eyesight becomes a major problem of the schools. Overtaxed and defective vision is a very heavy and unnecessary price that a large proportion of modern youth are compelled to pay for their educational advancement. Frequent optical testing and the prescription of glasses as needed must not be neglected, but much of the unnecessary eyestrain is incident to simple matters related to seating equipment. The first principle is that pupils should never be seated so that any windows or artificial lights are within the range of vision as they sit erect at their work. Laws very properly

*Department of educational research of the American Seating Company, Grand Rapids, Mich.



Posture is influenced both by design of the seating and by its position in relation to windows.

Prohibit windows at the front of a classroom, but the effect is the same if any child faces toward a window. Furthermore, when pupils face forward parallel with the windows in the traditional classroom arrangement, the window light coming from the left-front direction is for many of them as bad as though it were squarely in front of them.

Perfect protection from this very harmful window glare is obtained by the simple device of turning pupils at an angle of approximately 30 degrees away from the windows. To accomplish this purpose and at the same time preserve the many advantages of having pupils' seating arranged in straight lines, the seat rows themselves may be arranged diagonally as shown in accompanying diagrams, with resulting complete protection from this useless eyestrain and with many incidental advantages. When pupils are thus turned at an angle away from the source of light, with the books also tilted to an angle of some 45 degrees, the actual effective illumination of the printed page is increased surprisingly—often from the zone of constant eyestrain to that of abundant light.

The desk top for writing and similar purposes should have a slope of about two and a half inches. By such simple means not only is constant eyestrain and its resulting headaches, nervousness, and restlessness avoided, but the habit of sitting erect with the head up and work brought into proper visual range is encouraged. The unhappy tendency to stoop over the desk with chest cramped and eyes further strained by being brought too close to the book when lying in a flat position is definitely checked. The nervous irritability incident to eyestrain is an important factor in moral, mental, and social attitudes.

Economy of Good Seating

Catholic schools are for the most part outstanding for their high standards of house-keeping, for their intolerance of unclean classrooms, disfigured or dilapidated equipment. An important factor in the maintenance of these high standards, in the success and economy of preserving them, is the quality of the equipment installed. Seating equipment particularly should be very carefully selected with reference to its durability. By durability in this connection we mean not primarily the amount of abuse that it will stand before breaking down, but the wear that it will endure before losing its original attractiveness,

character, and use values. There is shoddily made furniture which superficially looks very much like the best made. But there are great differences in the likelihood of breakage, in the tendency of joints to work loose, of hinges and swivels to become noisy and troublesome, and in the amount of service that finishes will withstand before becoming unsightly and requiring refinishing. "You can't tell by looking at it," but there are performance tests which with a high degree of accuracy measure the serviceability of equipment.

There are many apparently insignificant details of workmanship which through the long years that seating equipment is expected to serve have much to do with the attitudes which children develop toward their school and schooling. Such little things as exposed screwheads or sharp edges of metal which sometimes scratch and tear, badly finished or harsh corners, splintering tendencies of wood parts, unsightly joints and defects invite pencils, pocketknives, and mischief. The very feel and look of a well-finished piece of furniture, the evidence of care and sincerity in the making of it, however simple and unpretentious the piece may be, imparts a feeling of genuineness, a respect for honesty and truthfulness in little things, and contributes at least a little something to hatred of shams and intolerance of shoddiness.

There is both direct and indirect financial advantage in the selection of the better equipment even if at an appreciably increased cost. The better products last much longer, often many times as long; they cost less for upkeep, repairs, and refinishing; they are easier for janitors to keep in good condition, and children take a much greater interest in caring for them. But the gain extends much further than this. Almost any teacher would agree that children do better work when they like their equipment and take a pride in it, when they are comfortable and sitting up is easy and natural, when they are free from the annoyances and distractions incident to squeaks, scratches, and disfigurements in the furniture. We may conservatively suggest that this improvement amounts to 5 or 10 per cent in all their seated schoolwork. In comparison with this the saving of a few cents or a dollar or so on the first cost of a school desk is a picayunish matter indeed. Any needless wastage of educational results should be estimated in terms of lifelong effects.

Kinds of Seating

The modern trend is rapid and decisive toward movable seating in the classrooms. Advantages are in the protection of floors from hundreds of screw holes, greater flexibility with relation to the varying size of classes and methods of instruction, economy both of floor space and equipment through eliminating unused but screwed-down seats, and variability of classroom arrangements to secure better lighting and working conditions. There are no real disadvantages in movable equipment for regular classrooms except when it is misused by permitting children to face the light or work in their own shadows; in



There is education in the quality of furniture.

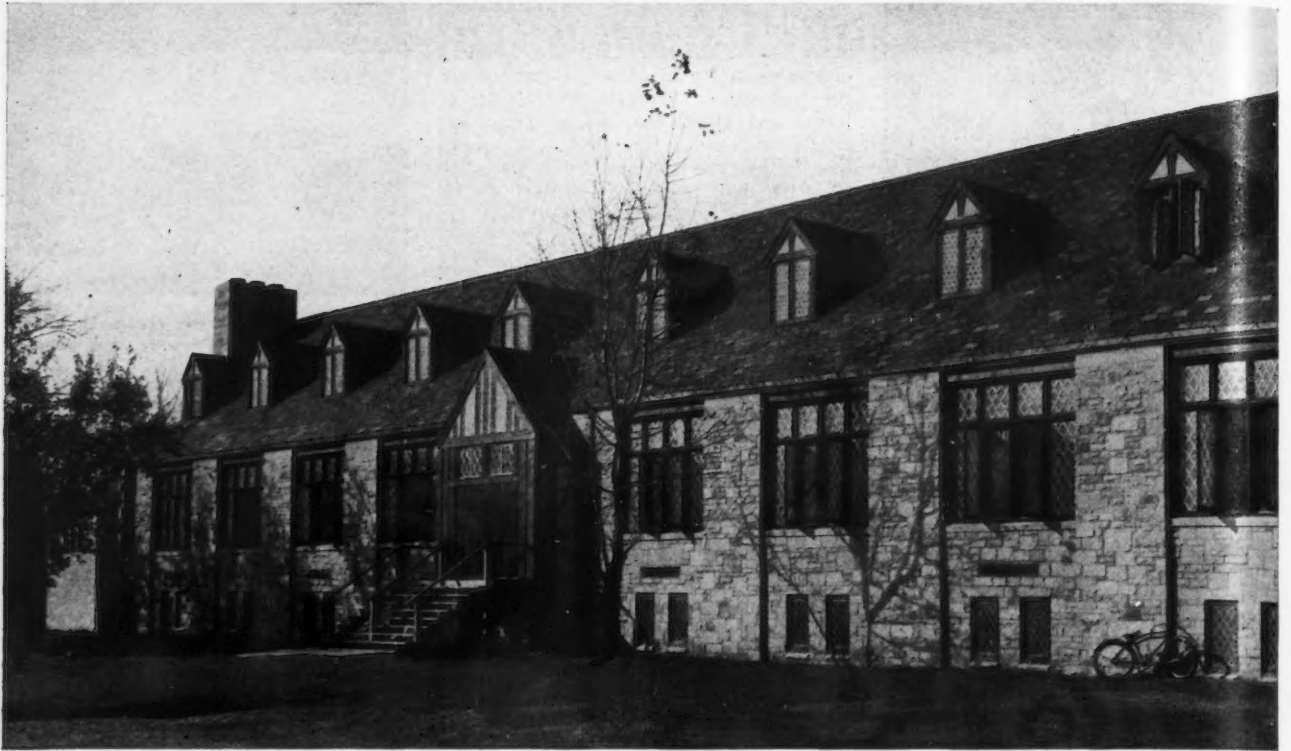
promiscuous and thoughtless arrangements which cause confusion, interfere with clear passageways, introduce panic or disciplinary hazards, or result in mere disorderliness. Teacher supervision should easily avoid these objections.

In the kindergarten and in primary grades so far as the kindergarten type of instruction prevails, there should be light chairs not more than 12 inches high and usually 10 inches, which the children can carry about readily. Group worktables should be 24 by 48 inches or larger, free from drawers, stretchers, or corner legs which interfere with the children's knees. As soon as reading and writing activities become the dominant type of the pupils' seated work, each individual should have his own completely separate and private desk for which he alone is responsible. Movable desk units have within recent years been brought to a very high state of perfection in respect to posture, comfort, and all classroom use values. The best of them are very attractive, convenient, and durable. Each pupil should have his own completely individualized desk, selected or properly adjusted to his size requirements, and in addition there should be one or more large room project tables with a complement of several light chairs. The best lighted portion of the room should be reserved and fully utilized for the regular seated work. In the other side of the room should be the project tables, artificially lighted so far as necessary, and as much open floor space for free activities as practicable.

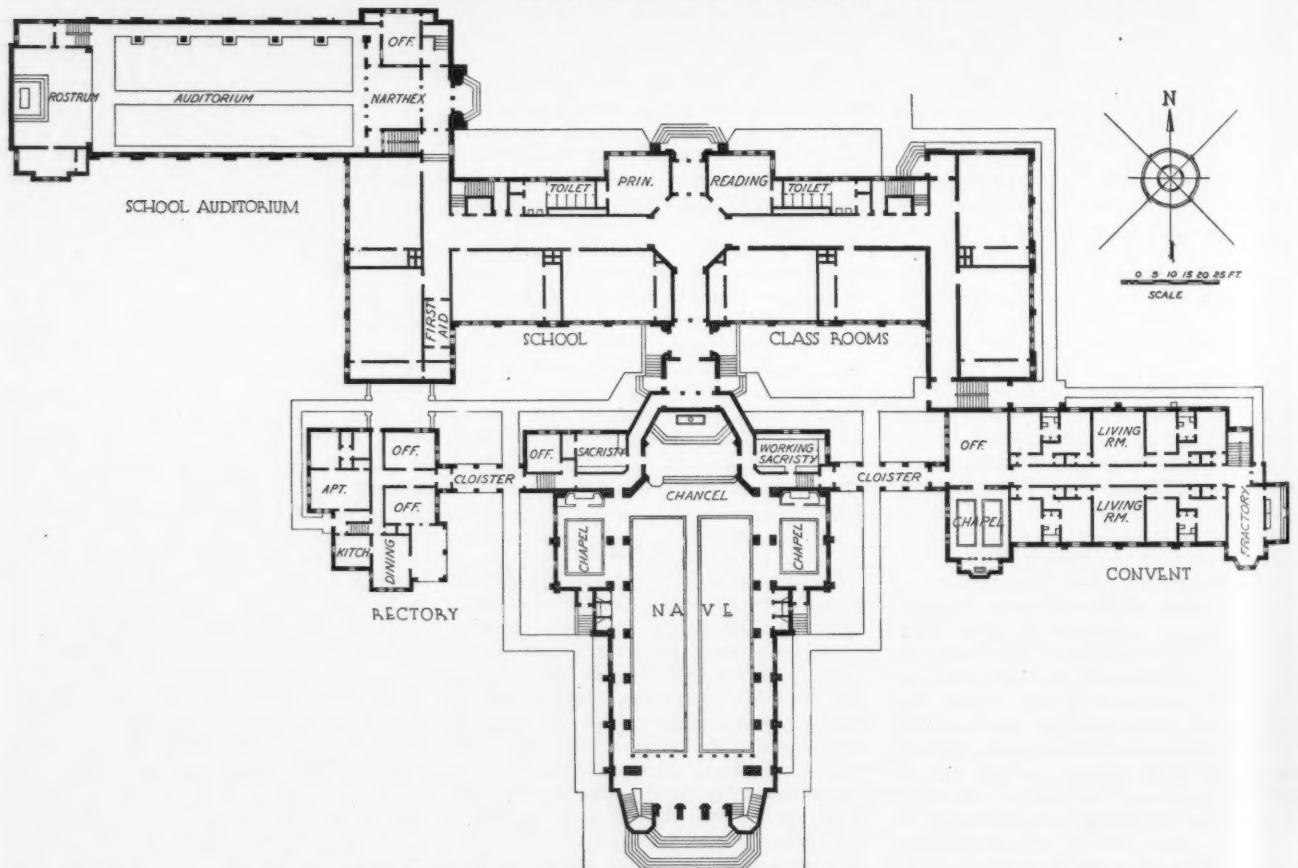
Individual chairs and tables for regular classroom seating purposes are subject to the objection that they require about 40 per cent additional floor space to provide for the moving of the chair back and forth from its table. Furthermore the variable position of the chair with reference to the table is conducive to bad posture and more or less disorder however well designed the separate units may be. No flat-top table is well designed from the viewpoint of posture or ultimate comfort in writing or reading.

Formal lecture rooms of the college type, where large classes exchange rooms at regular periods, may well have stationary seating; and tablet-arm chairs are suitable if larger working surfaces are not required. But tablet-arm chairs, movable or stationary, should never be used for ordinary classrooms or where sustained reading, writing, or study activities are required. No recognized type

(Concluded on page 198)



The Queen of Angels School, Austin, Minn., as seen from the playground. The space in the foreground will be later occupied by the church building.—Le Roy Gaarder, architect, at Albert Lea, Minn.



Main floor plan of the Queen of Angels School, Church, Auditorium, and Rectory. At the present time the school and the auditorium have been erected. The church, the rectory, and the convent will be built later.

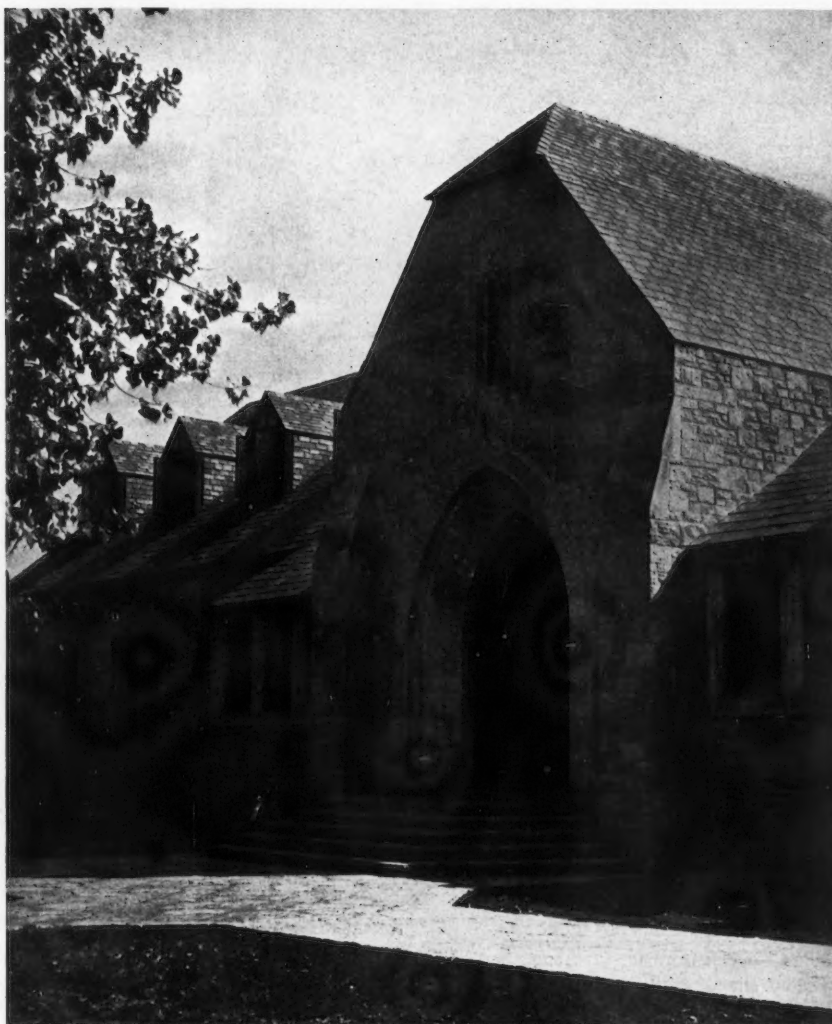
A Parish Church-School Group

The Queen of Angels School, Austin, Minn.

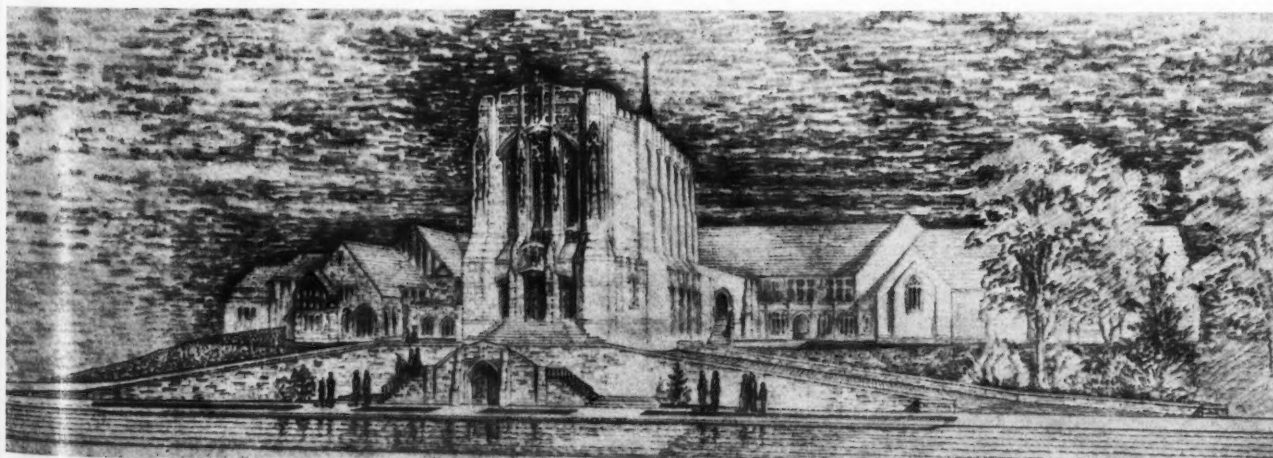
J. L. NEWMAN

THE central idea in planning the school "Dedicated to God and to the Queen of Angels" at Austin, Minn., has been to blend the dignified stability and beauty of the past with the utility of the present and to integrate the school building into the architectural theme of a group of parish buildings — church, rectory, convent, auditorium, and school. The dominant note was to be simplicity, not austerity, but dignity. The result of the work of the pastor, Rev. D. A. Cunningham, and the architect, Le Roy Gaarder, is a model parish grade school and auditorium of which all citizens of Austin are justly proud.

The architecture may be described as a modern adaptation of Norman Gothic. Limestone from Burlington, Wis., with Indiana limestone as trim, form the exterior walls. The roof is of variegated Vermont slate. Interior walls, partitions, and floors, the stairs, too, are of fireproof material. The interior woodwork is of oak. Windows are doubly glazed; those of the classrooms have solid wood mullions filled with leaded glass in artistic designs, in conformity with the architectural ensemble, distinguished by diamond-shaped quarries. The glass has an amber tint and a slightly irregular surface. Washable draw curtains of double width, also of amber tint, diffuse the light, free from glare even in the brightest sunlight.



Main entrance to the Queen of Angels School, Austin, Minn. Built of rugged native stone, this school building is not only prominent but is a most dignified addition to the community picture.



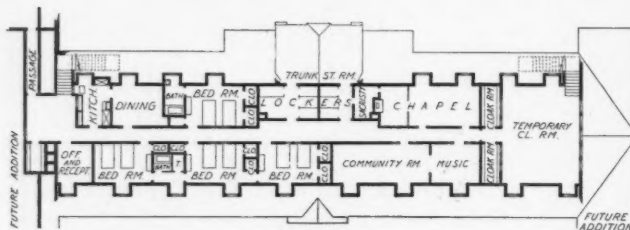
Architect's perspective of the Queen of Angels Church, School, Rectory, and Convent. The architect has made full use of the contour of the site to provide the most dignified setting possible for the church, which fronts a main highway. The school building proper is on a quiet secondary residence street.



The auditorium, which is now used for church and assembly purposes, will later be converted into a complete little theater.



A Typical Classroom.



Queen of Angels School. Half-Story Plans. These rooms now used as the Sisters' residence will later become classrooms, music rooms, etc.



A lower grade room showing the alcove for storing pupils' clothing.

When the building was planned the safety of the children was among the paramount issues. For that reason all classrooms, washrooms, offices, library, and nurses' room are on the first or ground floor. Steel and stone make the structure wholly fireproof. Floors in the vestibule and washrooms are of quarry tile; floors of the classrooms are of mastic tile. The basement floor and stairs are of cement. All doors and windows are fitted with copper screens. Steam for heating the building is generated by gas and oil burners. The building is automatically air conditioned. Conduits have been installed for a future public-address system.

On the first floor are five large classrooms, the principal's office, the library, and toilet rooms for boys and girls. The second floor will contain music rooms, classrooms, and rooms for instruction and group practice in music and drama, including rooms for the school orchestra and the church choir; they are also intended to supply a place for indoor play in winter. At present the second floor provides quarters for the Sisters pending the erection of the convent shown on the plans. In the basement there are three large rooms for social purposes; these are used at present largely as children's playrooms.

The classrooms are equipped with wardrobes, bookcases, teachers' closets, slate blackboards, and cork bulletin boards. Rooms for the lower grades are fitted with posture desks.

When the auditorium-gymnasium, now used as the church, is fully equipped there will be a large stage, with modern furnishings, dressing rooms, washrooms, offices, and a basketball floor for 800 persons. The school building is directly connected with the auditorium-gymnasium and social hall, the latter being in the form of a wing. The school will be also directly connected with the church and the convent by means

of cloisters so that there will be direct and enclosed access from one unit to all the others.

The basement of the proposed west addition to the school building will be used wholly as locker and shower rooms, convenient to the gymnasium. The basement of the future east addition will be used for the students' art exhibits and as a museum. The basement of the proposed central addition will serve as quarters for Boy and Girl Scout troops.

SEATING EQUIPMENT

(Concluded from page 195)

of seating equipment is more definitely conducive to dangerously bad posture and eye-strain than are these tablet-arm chairs when used for study work.

The school desk is a rather humble factor in the child's education and life, but it should never be forgotten that during his waking hours there is nothing that comes into such close, continuous, and forceful contact with him, nothing which so continuously and persistently impinges upon his consciousness through his eyes and hands and body. However fine or shabby, it enters very intimately and significantly into his young life.



South View of the Auditorium.

Economics of School-Building Construction

Rev. Gilbert Winkelmann, O.S.B.

IT SEEMS that Alaska is our only remaining frontier to be conquered. The history of past depressions pictures to us the migration of the most affected people to frontier lands, where as pioneers they found relief for economic needs. One possible reason for the length of our present depression may well be the lack of new frontiers close at hand.

In general, pioneering days in our country are a matter of the past. As such, our cities, small towns, and even rural districts can each boast of their parochial churches and rectories. To further Catholic culture and education, however, every parish feels the need of its own parochial school.

Our larger cities indeed have numerous parishes supporting their own parochial grade school. True, some of these schools are small and inadequate, others again are rather pretentious. A number of our larger communities can also pride themselves on their Catholic high schools.

Many of our parishes, however, still lack parochial schools, although pastor and parishioner are not without their dream for the future. In some cases lack of funds may discourage the undertaking of building operations. In others, the cost may seem prohibitive. As a matter of fact, often unnecessary expenditures are incurred by reason of costly ornaments or wastage of space.

Plan for Present and Future

Illustration A depicts a school for a small community. This school building is intended to care for all present and future needs of the community. Illustration B solves the problem for supplying present needs and makes provision for future expansion when funds are available. When needs warrant it, a second story could easily be added and then the school would appear as in Illustration C. In all three plans a maximum of four classrooms are provided on each floor. A not-too-wide corridor would run the length

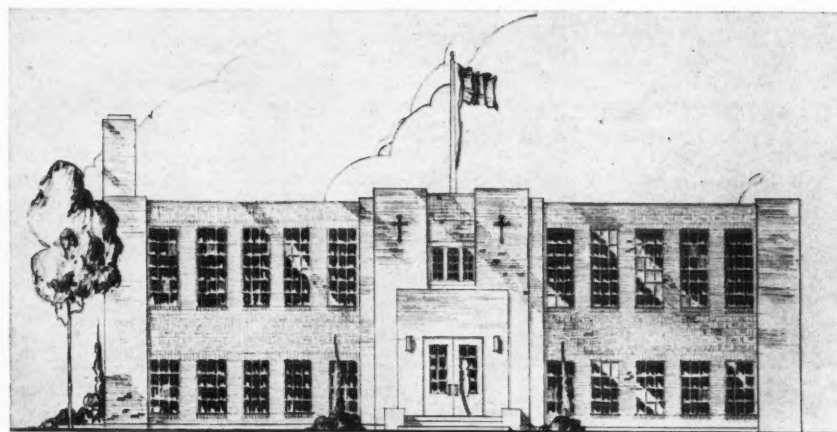


Illustration A. An Economical School for All Present and Future Needs of a Small Parish.

of the building. Satisfactory solutions could be embodied for the necessary toilets.

The schoolroom, which is the center of any school design, must above all be modern. We should always remember that schools are built for children. Hence also, furniture and equipment should be installed with that in mind.

Modern Equipment Required

Future teachers are prepared for this phase of their work by the elaborate studies and research of our teachers' colleges. Information is there imparted as to the quantity and quality of equipment; e.g., the size of the desk, the space required. The effects of the six phases of air conditioning are studied: heating and cooling, humidifying and dehumidifying, circulating and cleaning. These and numerous other studies fit them to determine the average maintenance per pupil per class.

Manufacturers of school furniture and equipment have trained corps of research workers who study sizes, dimensions, and requirements of their products for school buildings. Municipal building codes give many requirements for the safety and health of the children. Books are published, articles written, and lectures delivered, on the complex problems of the school.

Since all this information is at the service of teacher and architect, one might wonder at the number of poor, deficient, wretched school buildings we find. Some may have the impression that the architect need only embody given conditions and requirements within four walls and cover all with a roof.

At times the architect may be blame-worthy for a poor school structure. He may not have the proper knowledge or ability. In a majority of cases, however, the architect is blamed unjustly. He is enjoined to carry out the suggestions and instructions of the school board, or of the building committee, or of the pastor.

Fit Style to Use

Relative to the style of architecture, if the parish group is in the Romanesque, then the school should also tend toward the Romanesque. The same holds true for the Gothic or Renaissance. Actually our American school buildings have a predilection for the Tudor Gothic, which type of building calls for large sums of money.

Many condemn any type of modern architecture. Actually there is no modern style. There is a modern philosophy of architecture, logic of construction, theory of design. We do hear of the so-called International Style. If this implies the grotesque, the unusual, the bizarre, then certainly it should be condemned. On the other hand, there are many who are ignorant of its underlying principles. Architecture is primarily a fine

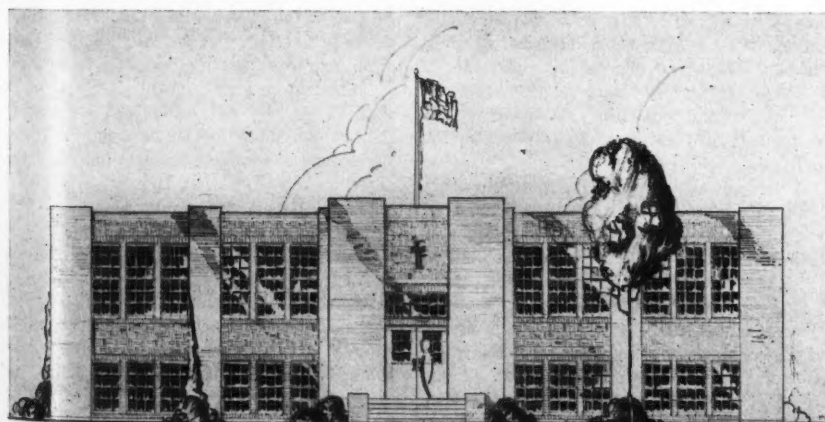


Illustration B. An Economical School to Care for Present Needs. A Second Story May be Added Later.

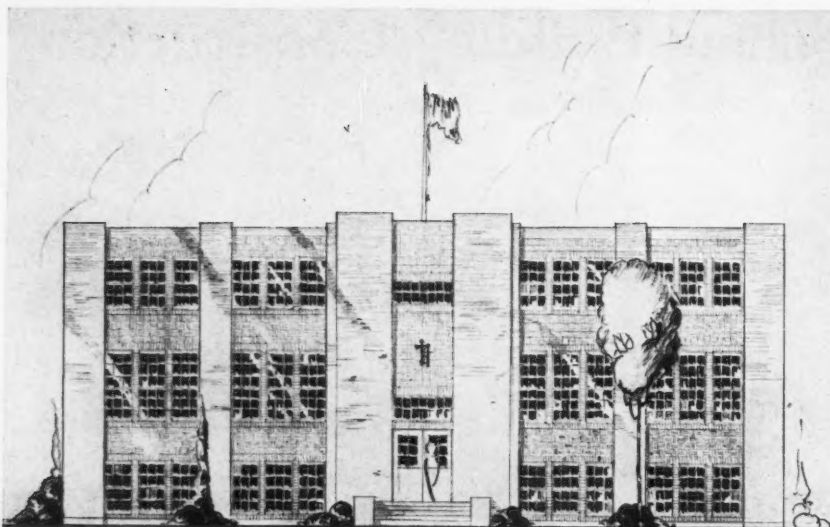


Illustration C. School Shown in Illustration B with the Second Story Added.

art, and hence must deal with beauty. Beauty is truth. As a matter of fact, construction methods have outrun theories of design. Design clung persistently to the traditional styles, forcing architects to practice a sort of eclecticism. "Work out the plan and dress up the elevations with any style you please." Architects and especially pseudo-architects lost sight of the very logic that ties plans and elevations into one architectural whole. The Greeks realized that real beauty of design implied the revealing of materials in the forms and shapes used. The Gothic architects worked on the same principle. At present, modern architects are endeavoring to carry out the same philosophy.

Education, in the parochial school as well as in the public school, is at present passing through a transition period. The conservative plan adheres to methods in vogue during the closing years of the past century. The progressive plan, on the other hand, reflects the changing methods and fancies and fads of the present age.

The conservative plan demands a strict standardization of everything that pertains to the school and to school life. Classrooms must be standard as to capacity. The desks must be standard as to size and must be placed in rows and columns. Unilateral lighting must be stressed, and nothing may interfere with it. This very point raises one of the objections to the traditional styles of Romanesque and Gothic. It is objected that the piers between the windows cast bothersome and disagreeable shadows. The other extreme is found in our modern buildings where the horizontal windows or the glass blocks banding the building produce a glaring light causing disturbing reflections on the blackboards.

The progressive plan is more free. The desks, for instance, need not be in rows and hence the need to stress unilateral lighting is absent. Such a plan requires $1\frac{1}{2}$ to 2 times more square feet of floor space than the former plan. In general, it would not appear that this progressive plan is preferable to the conservative plan.

The progressive plan would spread the school over a greater area. Long, spacious corridors would be a drawback to discipline, especially if the corridors would be flanked on one side only by classrooms.

Since all traffic would pass along these labyrinthine corridors, we might touch the topic of horizontal circulation. Not so long ago various codes would not permit schools of more than two stories, certainly not more than three or four. Conditions, however, have

changed especially in our urban centers. Dust raised by heavy traffic enters the lower stories. Noises are very annoying as they disturb teacher and pupil alike. Gas fumes from streets are detrimental to the growing child.

Higher Buildings Used

Consequently there is a trend toward higher school buildings. New York City today has school buildings of 8 to 10 stories, not to speak of the great "Cathedral of Learning" in Pittsburgh. Another reason for these taller school buildings is the recent study and research in vertical circulation of traffic. Years ago we were satisfied with mere stairways. As a precautionary measure, these stairways were separated entirely from the rest of the building. Today we have ramps, spiral chutes, elevators, and even escalators, solving in great part the problem of vertical circulation. Hence the extended plan for schools of one and two stories should soon change into the condensed plan for multi-storied schools. The children will enjoy more light, more pure air free from dust and fumes, more play safe from traffic accidents in the roof playgrounds and in the ground-floor playgrounds of schools stilted for that purpose.

In conclusion a stringent economy is urged in the construction of our parochial-school building. This is generally paid for out of the generosity of our working class. They entrust their money to us for safekeeping and for economic expenditures; let us live up to their trust.

Modern Plumbing for Better Health

M. Brennan*

FUNDAMENTAL progress is based on good health. Many schools with approved teaching methods that meet the highest standards, completely ignore the concept of health. It is difficult to understand how school administrators can place such emphasis on cleanliness and fail to put these into actual practice in the washroom facilities provided by the school. Yet, the lesson of cleanliness and health care is a pivotal one. If well learned, it means a life of attainment and usefulness as a citizen; if entirely ignored, a life of illness and dependence upon family or state. G. Stanley Hall, noted American psychologist and educator, has summed up the relation of health to knowledge in his much quoted statement:

"A ton of knowledge bought at the cost of an ounce of health, which is the most ancient and precious form of wealth and worth, costs more than its value."

Cleanliness is Essential

Every school that aspires to make useful and clear-thinking citizens out of the children under its care, should have easily accessible washroom and drinking-fountain facilities of the highest quality. And responsibility does not stop there. These facilities

should be kept immaculately clean and in excellent condition.

Many schools accommodate high-school and elementary grades in the same building. It sometimes happens because of these crowded conditions, there is no room for a cafeteria, and children eat their lunches in classrooms. In these cases, facilities for washing hands, at least, should be placed on each floor. If all washroom facilities are located in the basement of the school, it is a rare child indeed, who will make a double stair trip of two or more flights of stairs in the interest of cleanliness, before he eats his lunch.

Hand washing before eating is a most important safeguard against infection. Research has proved that lack of cleanliness is one of the most important causes of common illnesses, yet few people realize how disease bacteria are carried by the hands. To prevent this spread of disease there should be lavatories with hot water, plenty of soap, and paper towels on each floor. These facilities should be easily accessible, and monitors should supervise the hand washing and dispensing of towels.

The best location for the washroom is adjacent to the cafeteria, when the school is equipped with one. The ideal washroom contains individual lavatories of vitreous

*Plumbing and Heating Industries Bureau.

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china. This type of lavatory is preferable for school use because it will not stain, chip, or crack, and is easy to keep clean. A damp cloth quickly removes all dirt and leaves the surface spotless and glistening. Each lavatory should have its own soap dispenser.

Faucets for school lavatories are of chromium-plated brass. Spout opening should be at least one and one-half inches above the rim of the bowl to prevent back siphonage. Many school officials prefer self-closing faucets. Another faucet of this type can be adjusted to close slowly, eliminating the need of holding the faucet open or filling the basin, thus permitting the child to wash under running water.



Illustration 2. A battery of lavatories and closets installed in a large eastern school. The lavatories have a single spout for tempered hot and cold running water, and individual soap dispensers. The flush valves for the closets are high on the wall, and the seats are of the sanitary, elongated, open-front style, made of impervious hard rubber.



Illustration 1. The lavatories with individual soap dispensers, pop-up or lift type of stopper, hot and cold water, and paper towels, are located near the door of the washroom so students will be reminded to wash their hands before leaving.

Because faucets and valves are the wearing parts of the plumbing system, they should be of good quality. It is unwise to economize on faucets or valves because maintenance costs on inferior fittings more than offset the small initial difference in price. The better faucets and valves are made with removable wearing parts.

If children are to wash in running water, stoppers are unnecessary. If they are not to wash in running water, the pop-up or lift type of stopper is preferable to the chain-and-plug type of stopper, because chains may break and stoppers may be lost. In the long run, the lift or pop-up type of stopper is less expensive.



Illustration 3. The picture shows vitreous china stall type urinals with overhead tank containing automatic flush valves which operate every few minutes to cleanse the fixtures.

Types of Fixtures

Lasting, trouble-free operation and easy cleaning are the most important requisites of a closet installation. There are three types of closets; the wash-down, the reverse-trap, and the siphon-jet. The wash-down costs less because it is cheaper to make. The siphon-jet costs the most because it is a quality product in every way. It is more sanitary. Having a larger area of bowl covered with water, it has larger passageways and is therefore less likely to stop up. Also it has a powerful flushing action. These qualities are essential in school installations where it is impossible to have the washroom constantly supervised, and children are likely to abuse the fixtures. Siphon-jet closets will stand up under hard usage, and the low cost of maintenance more than repays the slightly higher initial cost. The best fixtures are never expensive.

Closets may be either of the floor type or wall hung. This latter type is preferred by some school officials because it allows for easier cleaning of the floor surface. If flush valves are used, it is advisable to set them high enough so pupils cannot kick the handles with their feet in flushing the toilet. Because china handles are likely to break, metal handles are preferred. In order to guard against the possibility of back siphonage, it is desirable to equip flush valves with vacuum breakers.

It is widely recognized today that the elongated type of closet bowl should be used in all public and school toilet rooms. Closet seats should be of the elongated open-front type. The composition or hard-rubber seat is preferable because it is strong and absolutely impervious to moisture, thus offering the utmost in sanitary protection.

Special provisions are necessary for kindergarten children. Manufacturers have met this requirement with lower lavatories, lower closets, and smaller closet seats for very young children. One important caution in the

When the budget is limited, enameled cast-iron lavatories are acceptable. Enameled lavatories are obtainable in the ordinary enameled finish or with an acid-resisting finish. The latter is well worth the slight additional cost.

Lavatories should be placed near the door of the toilet room, so that students, passing them on leaving the room, will be reminded to wash their hands.

Provide Ample Toilet Facilities

The number and size of washrooms depend on the number of persons to be accommodated. The National Council on Schoolhouse Construction recommends for elementary schools a minimum of one water closet for each 35 girls, one for each 25 boys, and one urinal for each 25 boys; for the high school, one water closet for each 40 boys, one for each 25 girls, and one urinal for each 30 boys. There should be at least one lavatory for every 75 girls and one for the same number of boys in elementary schools.

installation of closets for small children is that the seat should not be so high as to make it necessary for the child to slide off and on. To take care of this, there are baby closets, 10 inches high and junior closets, 13½ inches high. The special junior-size lavatory is about 24 inches high.

Urinals may be of the wall or stall type. The former have the advantage of leaving the floors open and clean. Floor stalls of vitreous china, are, however, more convenient as they are suitable for any size of child and are preferred in many places for this reason. There is little difference in the cost of the two models.

Urinals may be individually equipped with hand-operated flush valves or with adjustable automatic flush valves in a tank of porcelain enamel on cast iron, or vitreous china. There is a difference of opinion among school authorities in regard to the type of flushing to be used. Some prefer urinals equipped with a flushing tank which operates automatically at predetermined intervals or on an average of twelve times per hour each. While this type of flushing guarantees a periodic sanitary cleansing of the fixtures, many believe that the hand-operated flush valve is much more practical for school use because of the saving in water incurred. Both types of fixtures are of the highest quality and individual school preference must determine the type to be installed.

When floor-type urinals are used, it is economical to have them installed with the floor sloping toward them. Thus, excess water in scrubbing the floor, etc., drains into the urinals, and this does away with the necessity for other drains.

Safe Drinking Fountains

Growing children require an abundance of pure, fresh water and they should be encouraged to drink it. School authorities recognize that one of the greatest incentives to the forming of this habit is the constant suggestion furnished by drinking fountains conveniently located. The most sanitary drinking fountain on the market today is the angle jet type. Mounted with a guard which prevents the lips of the drinker from touching the jet where the stream emerges, the fountain throws the water into the receptor or bowl at an angle which eliminates the possibility of water dropping back onto the jet. The old style of fountain, in which the water bubbles straight up and falls back into a cuplike receptacle is a menace to the health of the students. Research at several universities has disclosed that this type of fountain spreads epidemics of trench mouth and streptococcus.

Whether wall or pedestal drinking fountains are to be used in the school is determined by their location. Wall types, semi- or wholly recessed, are especially suited for narrow corridors, or other locations where space is limited. The pedestal type, however, offers the advantage of being suitable for location in the center of rooms or in hallways, and being freestanding, is available for use from any side. Multiple-type drinking fountains, equipped with from two to four angle jet guarded bubblers set in a single, long trough



Illustration 4. The drinking fountain with an angle stream is approved by the American Public Health Association. The lips of the user cannot come in direct contact with the jet openings. Thus communicable diseases such as colds or trench mouth cannot be spread by the angle-stream type of fountain. Since the fountain head is placed above the bowl, there is no possibility of water contamination due to back siphonage.

or receptacle, are available for school use.

A special type of jet has been manufactured which guards against water squirting. When the thumb is placed over the stream opening, water is instantly directed into the bowl through a specially constructed slot arrangement. Other types of jets are made with guards so that fingers cannot be placed on the supply nozzle.

Receptors may be of vitreous china, glass, or porcelain enamel on cast iron. The most satisfactory receptor is, of course, vitreous china, as this not only represents the maximum in sanitation but is easily cleaned. Self-closing supply valves are usually preferred, as they prevent waste of water, but when fountains are used by small children continuous-flow valves are desirable. Fountains are equipped with automatic stream regulator for each drinking jet to assure a constant height of the stream.

Drinking fountains should not be located in washrooms. The most convenient and sanitary location is in the halls where they will be available to the largest number of children. The average number of drinking fountains is one for every 15 children. Since all want to drink at the same time, and in many cases have to, because teachers try to keep the halls clear, the absolute minimum is one for every 40 children. Fountains for children should be waist high, and low benches should be provided for the kindergarten children to stand on while drinking.

Regarding Shower Rooms

With the increase in school athletics and the heavy demand placed on gymnasium and playground, school authorities today consider showers almost indispensable as health protection for the students.

Shower rooms should be easily accessible from the gymnasium, airy and well ventilated, but should be at a sufficient distance from the classrooms to provide for seclusion. The girls' shower room should be provided with separate stalls, and most authorities agree that separate stalls in the boys' room are also highly desirable, from the standpoint of privacy.

Proper ventilation of the shower room is essential; and because of the large quantities of steam, provision should be made to prevent excessive dampness of clothes and equipment in adjoining rooms.

An adequate number of shower heads is a definite necessity, as this will prevent confusion and delay, and will leave no excuse for tardiness to classes. For equipment receiving such hard usage, it is essential that shower heads be of the best quality obtainable. Heavy brass construction is important and chromium-plated finish is recommended. Instead of the huge shower heads 6 or 8 inches in diameter in vogue years ago, the modern shower head is of the midjet type, only two and one-half inches in diameter. Concentrating the water on the bather, the tiny head uses from 25 to 50 per cent less water with consequent economy in fuel for heating water. The midjet shower heads may be adjusted to give a stream of varying intensity, are practically nonclogging, and easy to clean.

Mixing valves are desirable as they will assure the proper performance of showers, and are an additional safety factor. Utmost care should be exercised to prevent any possibility of scalding the bather. The hot-water supply to the showers should be regulated by a thermostatic control so that the temperature of the water can never exceed 110 degrees. The controller should be placed on the supply pipe near the hot-water tank, as it is better to control the temperature of the water at the source.

Showers may be had in self-closing and push-button types. The exposed piping is readily accessible, but it also permits tampering. It is probable that the slight inconvenience of concealed piping is more than offset by the protection it gives. The self-closing shower has the decided advantage of saving water. It operates only when the ring is pulled; and for this reason, the shower is automatically shut off while the bather is soaping himself.

The push-button types have similar advantages and are more convenient as it is not necessary to hold onto the chain to secure water. When the button is pushed, a measured supply of water is delivered, and the valve automatically closes; there is no danger of a careless person's leaving the valve open, thus wasting water.

Separate shower rooms for teachers are recommended, especially those engaged in vocational training, and many schools provide a shower for the engineer close to the boiler

room. Individual prefabricated-metal shower cabinets are popular for such installations. These are of leak-proof construction, handsome in design, and can be assembled on the job in a few minutes.

Rubber shower receptors, with a raised diamond tread to prevent slipping, are a very recent development. These receptors are molded in one piece so they will not crack or leak. They may be installed directly on a rough floor. Their solid rubber construction adapts itself to all wall treatments. Marbleized patterns in white on black, black on ivory, and slate green are available.

With the rapid expansion of power lines in rural communities, electric pumping systems may be installed at nominal cost. The size of the pump is determined by the volume of water available and the amount required. Pumps should be placed in a frostproof location.

Home-Economics Equipment

It is hardly necessary to state that all equipment used in the home-economics department should be of the best. The trend in home-economics teaching is toward the solution of practical home problems on practical home equipment. A cabinet sink should be selected for this department because it incorporates all those features of design which lighten housework and make for the utmost efficiency in the preparation of meals.

An acid-resisting, cast-iron, enameled cabinet sink is an inspiration to future homemakers. Since it has a drainboard it can very well be used as an individual fixture, but to get the students acquainted with a modern, well-equipped kitchen, the cabinet sink should be used with continuous steel cabinets. Although these cabinet sinks can be obtained in various models, several popular types have a recessed soap dish, a disappearing hose spray, and a new long-reaching single spout, that extends out a full nine inches and swings back out of the way. Whether of one or two compartments, or with one or two drainboards, these sinks embody the finest kitchen equipment, and for that reason should be installed in home-economics departments.

Below the sink, retrieving about 20 cubic feet of lost space, is an all-steel cabinet containing drawers for knives, forks, spoons, etc., ventilated compartments with a shelf in one, and a pull-out towel bar. The cabinet sink has a four-inch toe recess, so that the student or teacher can work close to the sink, and the entire cabinet is of chip-proof enamel finish, inside and out.

Since kitchen planning is a part of all home-economics courses, the cabinet sink should be installed with continuous cabinets on either side of it. When these cabinets are topped by linoleum counters, with chromium-plated watertight strips between adjoining cabinets and the sink, and with wall-type cabinets above the counters or drainboards of the sink, the students get the "feel" of a time- and space-saving kitchen. The steel cabinets can be put to the same practical use in the household-economics department as in the



Illustration 5. Increasing in popularity are the metal prefabricated steel shower cabinets of the type shown in this picture. A nonslip receptor, water-saving shower head, safety grab bar, and chromium-plated valve handles with finger-tip control, are the features of this up-to-date installation.

Plumbing Important for Health

These are some of the characteristics of modern plumbing fixtures which apply equally to the new school and the existing school building. Modernization of the plumbing

in schools has gained impetus in recent years with the growing realization of the close relation between health and good plumbing.

Today, when plumbing fixtures are selling at prices far below the level of former years, is a most opportune time for the replacement of insanitary and outmoded plumbing with new fixtures, styles for cleanliness, beauty, and low maintenance costs.

Reference was made in an earlier paragraph to the placing of faucet spouts well above the overflow rim of lavatories. Back siphonage must be guarded against throughout the entire plumbing system, and particularly in connection with the closets. The best protection against back siphonage is to take the precaution of having all plumbing work, new installations as well as repair and maintenance work, done under the supervision of an experienced master plumber.

The correct sizing of the supply piping is particularly important. Research work at the Institute of Hydraulic Research of the State University of Iowa has disclosed that 90 per cent of back siphonage can be prevented by proper sizing of the water-supply piping. Correct sizing of the water-supply piping is only one of the many distinguishing characteristics of a quality plumbing installation.

Just as the teacher is an expert in education so the master plumber is an expert in his own particular field—the hydraulics and the pneumatics of the plumbing system. To entrust plumbing work to anyone but a qualified master plumber is to take unnecessary chances with the health of the pupils in the school.

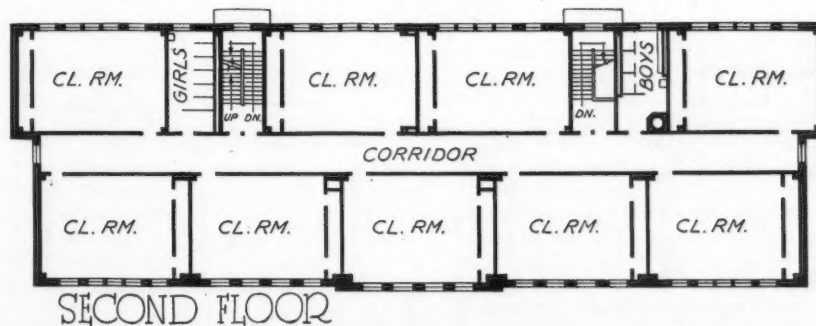
A Large Parish School

Our Lady Help of Christians School, Brooklyn, New York

THE new parish school of Our Lady Help of Christians in Brooklyn, N. Y., is of Georgian Colonial style. The rectangular building contains two stories and a basement. It is 176 by 56 feet, built of varied-tone red oversize Virginia brick, with cornices, band courses, and other ornamental features of buff Indiana limestone, and roofed with variegated

green and purple slate. Over the main entrance is a life-sized sculptured statue of our Lady.

Fireproof materials are used in the construction. Corridors and stairs have terrazzo floors; the stairs are of steel. Classrooms have plaster walls and maple floors. The auditorium is finished with acoustical plaster and terrazzo floors.



The second-floor plan of Our Lady Help of Christians School, Brooklyn, N. Y., represents straightforward planning for maximum classroom area and minimum waste of corridor space. It is planned that further additions may be made at each end of the building.—Wm. J. Boegel, architect, Brooklyn, N. Y.

Planning Schools for Seeing

W. G. Darley, E.E.*

SEEING is a partnership of lighting and vision. That is, if we have a specific visual task to accomplish, our ability to see to do that task depends upon the condition of our vision and the quality and quantity of the illumination lighting the task. As is indicated by the usually higher foot-candle recommendations for the lighting of sight-saving classrooms, some compensation can be provided by improved lighting conditions when vision is subnormal. Thus I believe it is safe to say that when we plan for good lighting we are planning for seeing.

That the design of any kind of bridge must be based upon a knowledge of the location where the bridge is to be built, the purposes it is to serve, and the principles of bridge design is a generally known fact. That the design of any kind of artificial-lighting installation should be based equally as much upon a knowledge of the area to be lighted, the purposes for which the area is to be used, and the principles of illumination design, is not, on the other hand, a generally appreciated fact. And yet the accomplishment of most schoolwork usually depends much more upon light than upon bridges. True, the bridge might help the pupils to get to the school, but light helps them to get through school.

The lack of appreciation of the importance of light to seeing, while fast disappearing, has resulted in a corresponding lack of appreciation of the importance of proper illumination design. This has resulted in the lighting capacity in the majority of our classrooms being about as capable of providing or carrying present-day needs as a swinging foot bridge would be of carrying present-day motor traffic. It is unfortunate, but it is a fact that rewiring is usually the first requirement if modern lighting is to be provided in many of our classrooms. Even worse is the fact that buildings are going up today which fall into this category. It behooves the school executive, therefore, to know something about the elusive lumen, in order that he can assure himself that present expenditures are not merely down payments on more expensive future relighting programs.

In order to plan for seeing or lighting, we must know first about the area under consideration: the room size, the ceiling height, the type of ceiling, the reflection factors which can be obtained on the ceiling and side walls, the amount of wall space devoted to windows and chalkboards, etc. Secondly, we must know something about the visual tasks to be performed in the area: Is the seeing job to be done simple or difficult; will it be done continuously or intermittently; will it be carried on for long periods at a time; will the pupil be seated in one position over a period of time or will he move about; will shadows be annoying; will direct and/or reflected glare be tolerable; will it be desirable

able to have just as much light in one part of the room as in another; will it be desirable to have light on the chalkboards, etc.? Finally, the foregoing information is combined with a knowledge of the principles of illumination design and the lighting problem is solved.

The procedure for the solution of the average general lighting problem involves five principal steps:

1. Determination of the number of foot-candles required *in service*.
2. Determination of the type of lighting

installations in classrooms and other work-rooms do not fall below certain minimum values. Minimums are also suggested for halls, stairways, passages to exits, etc., since in these spaces lighting is conducive to, if not imperative for, safety. Economic and engineering aspects, past practice, and illumination values below which visual tasks definitely affect the eye detrimentally, are factors which have been taken into consideration in the adoption of the values given in Table I as minimum illuminations. Scientific and practical tests indicate that much higher illumina-

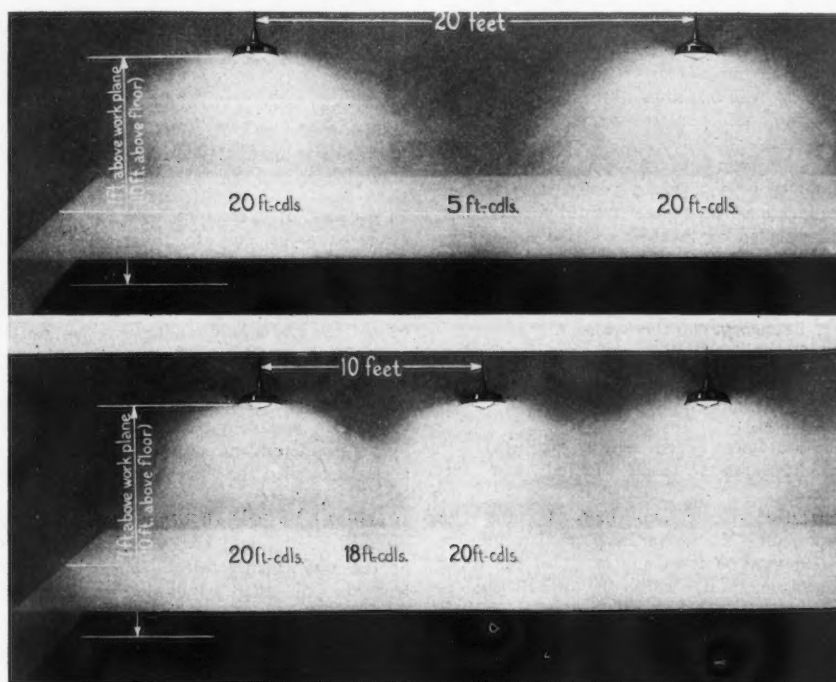


Fig. 1. Diagram Illustrating Proper and Improper Spacing of Lights.—As shown in the top photograph, units spaced too far apart for their mounting height furnish very uneven illumination, in this case a four to one variation, and work positions midway between units will be inadequately lighted; harsh shadows will also result. The remedy is to mount the units higher, or, if that is impossible, to reduce the spacing distance as is illustrated in the lower photograph.

best suited to the installation and the selection of the lighting equipment.

3. Location of outlets to provide the required uniform light distribution.

4. Computation of the data to determine the lamp size necessary to provide the desired foot-candles.

5. Provision of adequate wiring to insure for immediate and future capacity, and convenient operation and control.

First Step: Standards of Illumination

From the standpoint of conservation of vision and the general efficiency of the pupil and teacher, it is recommended that, the

tions would have to be provided for maximum eye benefits.

It is interesting to note that in stores and industry, lighting has been taken out of the category of a necessary evil and put on the payroll. It has definitely been recognized as one of the tools which will help the storekeeper to sell more merchandise because his customers can see it better, and which will help the manufacturer to increase production because his workmen can see better. This leads us to the somewhat illogical conclusion that if children were working buttonholes in a factory, they might be provided with better lighting than they are in the schoolhouse.

*Nela Park Engineering Dept., General Electric Co.

Second Step: Lighting Systems and Equipment

Systems:

Lighting systems may be grouped into five types, as shown in Table II.¹ In selecting the type of lighting system for a room, consideration must be given to the physical characteristics of the room and to the seeing tasks to be performed therein. For example, indirect lighting, from either opaque or luminous-bowl luminaires, is especially desirable for use in classrooms, libraries, study halls, offices, drafting rooms, and similar areas devoted to instruction and/or study because of the saving in ocular fatigue from the lack of glare and the lack of obstructing shadows; semi-indirect lighting may also be used for such areas as well as for laboratories, auditoriums, cafeterias, etc.; general diffuse lighting (usually from white enclosing globes) is suitable for kitchens, corridors, stairways, washrooms, locker rooms, etc.; semidirect and direct lighting can be used in gymnasiums, basement storage areas, for supplementary high-lighting on demonstration and laboratory tables, cafeteria counters, etc.

Equipments:

In the selection of competitive lighting equipments of a given type, the following qualifications should be carefully considered and weighed as to their relative importance in the case under consideration:

1. Suitability (for producing the desired result).
2. Efficiency (of the system).
3. Flexibility (can larger lamp be used if desired later).
4. Maintenance (low depreciation and ease of cleaning).
5. Sturdiness (good wearing qualities).
6. Appearance (both lighted and unlighted).

In this connection, item 1 must be paramount! No matter how good a unit or system may be from any or all of the other requirements, if, when the installation is completed, it does not accomplish the desired purpose of providing a suitable illumination, the money spent might better have been put to other uses.

With reference to item 2, efficiency, there are, for instance, indirect types of units on the market ranging in output from 50 to

¹Table from "American Recommended Practice of School Lighting," Approved by American Standards Assn., Feb. 17, 1938.

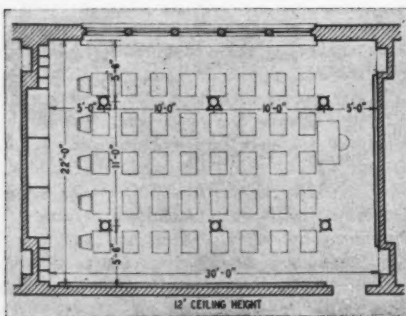


Fig. 2. Location of outlets for a 22' by 30' classroom, with 12' ceiling, for indirect lighting.



Fig. 3. Classroom lighted with 500-watt lamps in opaque indirect luminaires. Approximately 20 foot-candles is provided. The inner row of lights is now on; the outer row off.

85 per cent. It is recommended that consideration be given only to those units having efficiencies of 75 per cent or better, of which there are many. At the same time the maximum brightness of the unit should not exceed two and a half candlepower per square inch. The best way to determine whether or not the units you are considering meet these requirements is to ask the reflector salesman to provide you with photometric data taken by an independent testing laboratory in accordance with the "Specifications for Testing Semi-indirect and Indirect Luminaires" established by the Illuminating Engineering Society. This should give you a true picture of the performance which can be expected from the unit. If it is indicated on the report that there were "Exceptions (to the testing procedure) specified by the manufacturer," the nature of the exceptions should be investigated to be sure that the luminaires as installed will correspond to that shown in the test.

Third Step: Location of Outlets for Uniform Lighting

In planning a general lighting system, the aim is to provide a substantially uniform illumination throughout the room. This eliminates spottiness and dark corners, and makes the entire area equally suitable as a work space. The number of outlets to provide for any given area is determined by the maximum allowable spacing distance between lighting units, which distance is in turn regulated by the mounting height of the principal source of light above the floor. For general diffuse and direct types of lighting a spacing in feet which does not exceed the mounting height of the luminaires above the floor will usually result in a uniform illumination. Since for indirect and semi-indirect lighting the ceiling serves as the rather large principal source of light, for these types of lighting uniform

illumination should result as long as the spacing (distance between outlets) does not exceed the ceiling height plus 2 feet. Table III gives the allowable spacing applicable to all common types of reflecting and diffusing equipment employed for general illumination purposes. Where it is not necessary to go to the maximum spacing with direct and general diffuse units, the units may be mounted according to the data given in Table IIIA for the actual spacing used.²

Figure 1 indicates the spacing-mounting height relationship for a specific case of direct lighting.

Fourth Step: Computation of Lamp Size

The amount of light emitted by a light source is measured in lumens. A standard candle, for instance, emits about 12½ lumens of light; a 500-watt lamp about 10,000 lumens. The problem involved in illumination design is the determination of the number of lumens it is necessary to start with at the source in order to get a certain "density" of light, expressed in lumens per square foot, on the working plane. A "light density" of one lumen per square foot is measured as an illumination of one foot-candle.

Suppose we design the lighting for the classroom shown in Figure 2. The room is about 22 by 30 feet with a ceiling 12 feet high, the paint on the ceiling reflecting at least 80 per cent of the light which strikes it. Table I recommends 20 foot-candles for the classroom. Indirect lighting is chosen and it is decided to use a luminaire having an efficiency of 80 per cent. Table III indicates a maximum spacing of 14 feet between outlets so six outlets are required and

²Tables from "Illumination Design Data," a bulletin of the Nela Park Engineering Department of the General Electric Co.

we space them as shown in Figure 2. Data available indicate that in a room with the given dimensions, finish, and lighting unit, about one third of the light generated by the lamps reaches the working plane. This figure is known as the "Coefficient of Utilization." Data also indicate that for indirect lighting the probable average-in-service illumination will be about two thirds of the initial value. This figure is called the "Maintenance Factor." With this information we can substitute in the following formula:

$$\text{Lamp lumens required/outlet} = \frac{\text{Foot-candles} \times \text{Area in sq. ft./outlet}}{\text{Coefficient of utilization} \times \text{Maintenance factor}}$$

and determine the lamp size required per outlet: e. g.,

$$\text{Lamp lumens required/outlet} = \frac{22 \times 30}{\frac{1}{3} \times \frac{2}{3}} = 9,900 \text{ lumens}$$

Thus since a 500-watt lamp emits approximately 10,000 lumens when operating at rated voltage, the design of the lighting for the classroom would consist of six outlets properly spaced, each outlet equipped with an indirect

luminaire fitted with one 500-watt lamp. Figure 3 shows a classroom so lighted.

Fifth Step: Wiring

Just as we must be careful in laying out a water-sprinkling system, so as not to use a pipe which is too small, so must we be careful in installing the wiring for our lighting system. Furthermore, just as we should make allowance in the piping so that our sprinkling system can provide more water, should we put in a different type of crop in the future,

so should we provide sufficient capacity in our wiring system to anticipate changes in room use. For instance, an all too common, but practically perfect, example of this is the conversion of a cafeteria into a study hall. Other possible changeovers would be from regular classrooms to art, typing, sightsaving, or other types of special rooms.

The fact that the artificial illuminations being used have increased steadily for the past 50 years or more indicates that it would also be desirable to include some provision for further improvements along this line.

In this connection the National Electric Code merely specifies wiring conditions with regard to fire hazard, with little consideration for economy of operation. The size of wire for a lighting installation may conform strictly to the code and yet, because of length of circuit, produce excessive voltage drop with consequent inefficient lamp performance and unsatisfactory lighting.

On new or remodeling jobs where actual wattage to be installed is known, wiring specifications should be based on the known wattage with capacity allowed for the next larger size lamp. In general, double the capacity can be installed initially at about



Fig. 4. Corridor Lighted with Indirect Luminaires.

one third extra cost. For 15-ampere branch circuits, for general illumination, conforming to the recommendation that not more than a 2-volt drop exist between the panel board and the outlet, the initial load per circuit should not exceed 1,000 watts with No. 12 minimum wire size to be used where length of run does not exceed 50 feet; No. 10 wire for runs between 50 and 100 feet; No. 8 wire for runs between 100 and 150 feet. It is recommended that panel boards be so located that the length of run does not exceed 100 feet if practical to do so.

The carrying capacity of service wiring and feeders should be sufficient for the normal branch circuit load with no more than a 2-volt drop. Normal diversity of branch circuit load in many cases reduces required feeder capac-

TABLE I. Recommended Illuminations for Schools

Location	Foot-candles*	
	General Lighting	Supplementary Lighting
Art and Drawing Rooms	30-50	"A"—on subject
Auditoriums	10	
Cafeterias	10	
Classrooms	20	20—on chalkboard
Corridors — Stairways	5	
Drafting Rooms ..	30-50	
Gymnasiums	20	
Laboratories	15	30-50—on work
Lecture Rooms ..	10	20—on displays
Libraries	20	30-50—on some of the tables
Locker Rooms — Toilets	5	
Offices	20	
Manual or Shop Training	20	"E"—at tool point
Sewing Classrooms	20	"C"—at needle point
Sightsaving Classrooms	30-50	30-50 — on chalkboard
Home or Dormitory Study	20	

* "A"—50-100 foot-candles from a concentrating industrial or theatrical spotlight.
 "B"—50-100 foot-candles from an industrial supplementary lighting unit.
 "C"—50-100 foot-candles from a closely mounted supplementary lighting unit.
 * — These are average-in-service values. Initial illuminations should be 70 to 100 per cent higher.

TABLE II. Types of General Lighting Systems

Classification	Approximate Distribution of Luminaire Output	
	Upward	Downward
Indirect	90-100%	0-10%
Semi-indirect	60-90	10-40
General diffusing	40-60	40-60
Semi-direct	10-40	60-90
Direct	0-10	90-100

TABLE III. Allowable Spacing Between Light Sources*

Ceiling Height (Or Height in the Clear)	Spacing Between Outlets Maximum		Spacing Between Outside Outlets and Wall Desks, Workbenches, etc., Against Wall	Approximate Area per Outlet (At Usual Spacings)
	Usual	(For Units at Ceiling)		
(Feet)	(Feet)	Not more than	Aisles or Storage Next to Wall	(Square Feet)
8	7	7½	Usually	50-60
9	8	8		60-70
10	9	9	one half	70-85
11	10	10½		85-100
12	10-12	12	actual	100-150
13	10-12	13		100-150
14	10-13	15	spacing	100-170
15	10-13	17		100-170
16	10-13	19	between	100-170
18	10-20	21		100-400
20 and up	18-24	24	units	300-500

*Concentrating Louvered Downlights or Lens Plates provide varying degrees of concentration. The spacing between units to provide uniformity over a general area, or lengthwise of a counter or worktable, should be regulated by the actual distribution characteristics of the unit. In general, the usual purpose is fulfilled by a spacing about one third to one half the values given in Table III.

Semi-indirect and indirect systems diffuse the light widely from the ceiling as a secondary source of large area and the spacing between units may be about two feet greater than indicated in Table III.

TABLE IIIA. Mounting Height of Light Sources
DIRECT AND SEMIDIRECT LIGHTING UNITS

Actual Spacing Between Units (Feet)	Distance of Units from Floor Not Less Than (Feet)	Desirable Mounting Height in		SEMI-INDIRECT AND INDIRECT LIGHTING	
		Industrial Interiors	Commercial Interiors	Actual Spacing Between Units (Feet)	Recommended Suspension Length (Top of Bowl to Ceiling) (Feet)
7	8	12 feet above floor if possible — to avoid glare, and still be within reach from step-ladder for cleaning.	The actual hanging height should be governed largely by general appearance, but particularly in offices and drafting rooms, the minimum values shown in the second column should not be violated.	7	1-3
8	8½			8	1-3
9	9			9	1-3
10	10			10	1½-3
11	10½			11	2-3
12	11			12	2-3
14	12½			14	2½-4
16	14			16	3-4
18	15			18	3-4
20	16			20	4-5
22	18			22	4-5
24	20			24	4-6

ity below the actual total branch circuit load; the National Electrical Code allowances for this demand factor should govern. Provision should be made for increasing feeder capacity to take care of next larger lamp size (50 per cent increase) than installed initially.

For automatic photoelectric relay control

of the lighting the inner and outer rows of outlets should be on separate circuits rather than having outlets on the inner and outer rows on the same circuits. Incidentally, photo-tube control is necessary to assure best use of artificial lighting.

(To be concluded in September)

Fort Wayne Central Catholic High School

Cletus Junk

THE Catholic-high-school students of Fort Wayne, Ind., are indeed proud of their new modern high-school plant which was completed and dedicated on January 8 of this year. Approximately 6,000 persons inspected the building following an impressive dedication program which marked the fulfillment of a desire entertained by the late Bishop Joseph Alerding 30 years ago.

The new school building, which for modernness and thoroughness in construc-

tion is excelled by few in the entire country, either public or parochial, is 220 feet long and 145 feet in depth, with two stories in the front and three in the rear, plus basement. The first and second floors contain principal's offices, 22 classrooms, and eight recitation rooms. The "home-room" system is employed, although there are two large study halls, each seating 90 students. The specialized rooms of the building are located on the third floor. They include chemistry, biology, and

physics laboratories, typewriting and bookkeeping rooms. A large library is located in the center of the second floor.

The basement includes the offices of the superintendent, spiritual director, and athletic director; book supply room, kitchen and cafeteria; combined auditorium and gymnasium; and an assembly room for approximately 250 students. The combined auditorium and gymnasium will seat 2,250 for auditorium purposes and 1,582 for athletic purposes. Lockers, showers, and other athletic equipment are located beneath the concrete bleachers and the stage.

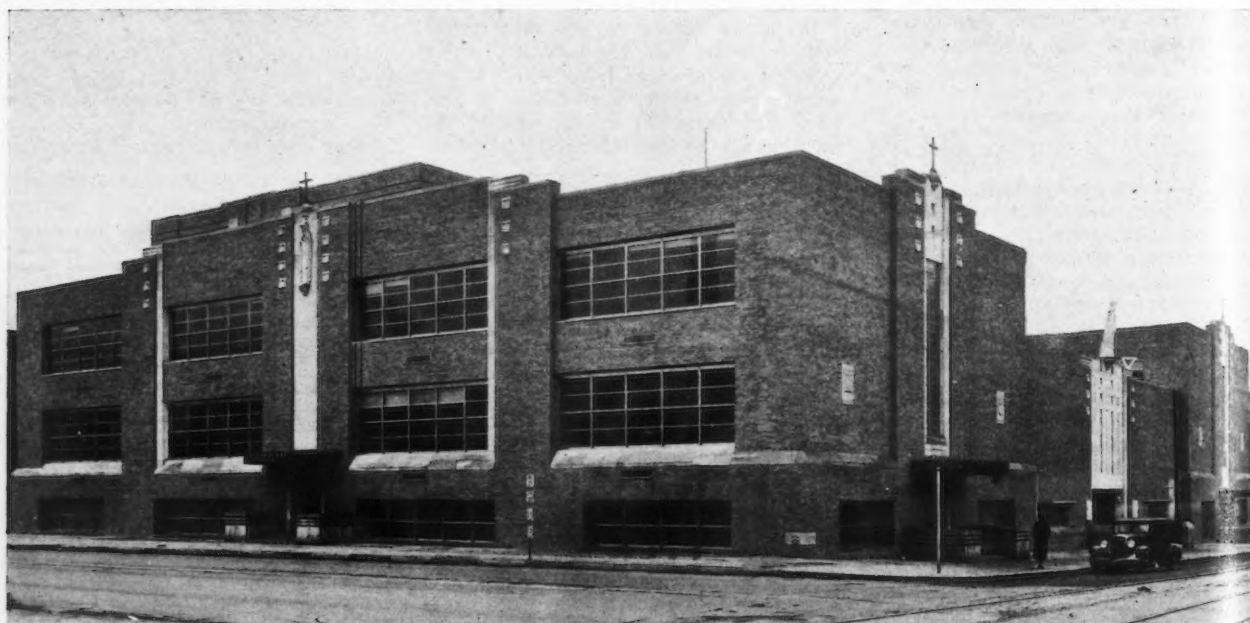
A feature of the new school is the most modern type of public-address and radio system.

The ceilings in the school, instead of being of plaster are lined with insulation board, and in some rooms such as library, typing room, and band room, a more efficient, specialized type of acoustical tile is used, eliminating maintenance cost.

Aluminum windows and sash, interior walls of tile throughout, generous window space and modern lighting, are other unusual features.

The superstructure of the new building is of steel, reinforced concrete, stone, and brick. The school is heated with a two-pipe vacuum system and all rooms are ventilated with individual unit ventilators, with a separate system for the auditorium.

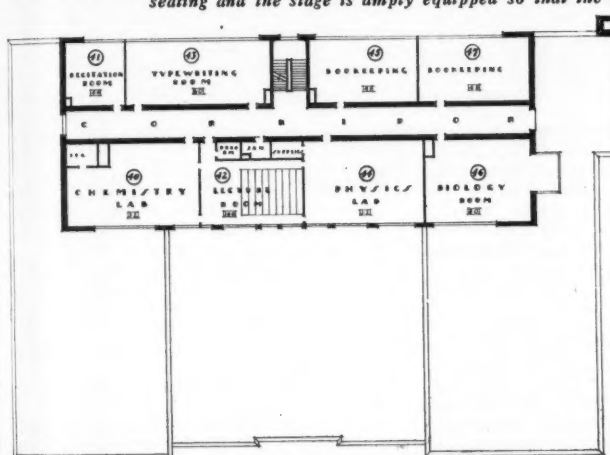
The new centrally located structure replaces eight smaller Catholic academic and commercial schools in the city, and was given to the Catholic populace free of all indebtedness by Rt. Rev. John F. Noll, D.D., bishop of the Fort Wayne diocese. The building will accommodate approximately 1,400 students and cost \$542,000. A. M. Strauss, architect, of Fort Wayne, planned the building.



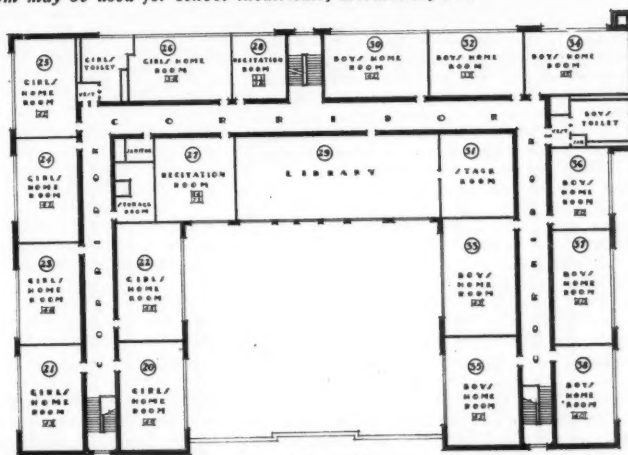
Central Catholic High School, Fort Wayne, Ind.—A. M. Strauss, architect, Ft. Wayne, Ind.



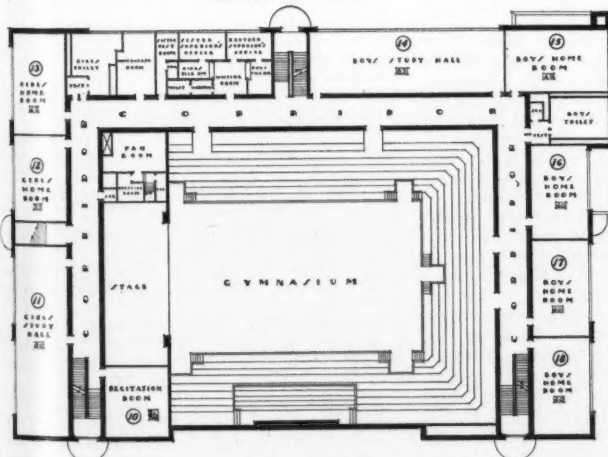
The gymnasium of the Central Catholic High School at Fort Wayne, Ind., as seen from the stage. The room is provided with portable seating and the stage is amply equipped so that the room may be used for school theatricals, assemblies, etc.



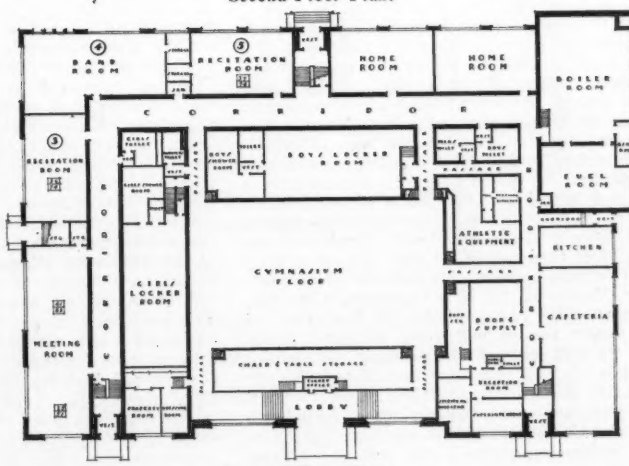
Third-Floor Plan.



Second-Floor Plan.



First-Floor Plan.



Ground-Floor Plan.

Plans of the Central Catholic High School, Fort Wayne, Ind.

New Books of Value to Teachers

Introductory Child Psychology

By William A. Kelly and Margaret R. Kelly. Cloth, 431 pp., illustrated. \$2.75. Bruce Publishing Company, Milwaukee, Wis.

There has been a need for a simple approach to child psychology to serve as a textbook in Catholic colleges and normal schools and for private study by Catholic teachers, parents, and others who are seeking guidance in the study of the human mind or soul based upon the principles of Scholastic philosophy.

This work has four large divisions; namely, the Bases of Growth and Development; Periods of Growth and Development; the Exceptional Child; and the Social and Moral Guidance of the Child. Besides the usual citation of authorities for statements and opinions of other authors, there is a selected bibliography of references at the end of each chapter. An appendix gives a study outline for each chapter of the book.

Since this is one of the series of Science and Culture Texts, the general editor, Father Husslein, S.J., has supplied a preface outlining the spirit of the book which gives "full recognition to the immortal soul of the child and its eternal destiny." A Guide to the Encyclicals of the Roman Pontiffs from Leo XIII to the Present Day. Compiled by Sister M. Claudia Carlen, I.H.M. Cloth 247 pp. \$2. H. W. Wilson Co., New York, N. Y.

Texts of the Papal Encyclicals are not so readily obtainable "though," as the author says, "many are to be found in bound periodicals usually reposing on library shelves." To assist the ordinary reader or research worker to locate the texts of the Encyclicals of the period covered or to find translations and comments on them in various languages, especially in English, is the accomplishment of this handy volume.

Each Encyclical is listed under its Latin title which is followed by the date and a descriptive title in English. Then follow lists of translations, first into English and then into other languages, and finally summaries and commentaries.

One section lists general collections of Encyclicals, etc. There are a chronological index, a Latin title index, and a subject index of 209 subjects.

True Humanism

By Jacques Maritain. \$3.50. Charles Scribner's Sons, New York, N. Y., 1938.

A new book by Jacques Maritain is always an event in literary circles. This book is a notable achievement from the pen of the brilliant French author. In August, 1934, Maritain delivered a series of six lectures at the University of Santander; these lectures, somewhat revised and enlarged, together with an introduction on "Heroism and Humanism," an extra chapter, and an Appendix, form the body of the book.

In Chapter I, "The Tragedy of Humanism," he seeks to determine, from the standpoint of a philosophy of modern history, the practical and concrete position of the human creature before God and his destiny, as these are characteristic of an age or a moment of culture. He does this by showing how this problem was solved by Christendom in the Middle Ages and in Classical Humanism. In the Middle Ages humanism was theocentric, and in the period of the Renaissance and of the Reformation it became anthropocentric. The dialectic of the latter ended logically in the atheism of Communism, so that we have at present two pure positions: atheism and Christianity.

In Chapter II, "A New Humanism," Maritain discusses these two positions. He first treats of the deeper reasons underlying Russian atheism, and its philosophical and cultural significance; he then proceeds to outline two characteristically Christian modern interpretations of the problem, the Protestant reactionary position of Karl Barth and the Catholic integralist position. The Catholic position represents a new age of Christian culture.

In Chapter III, "The Christian and the World," Maritain points out the relation between the Kingdom of God and the World. He discusses the Christian's temporal mission in the transformation of the social system.

Chapter IV treats of "The Historical Ideal of a New Christian Order." Maritain explains the communal, personalist, and peregrinal aspects of the temporal order, and then shows that the new Christendom, while incarnating the same (analogical) principles, must be conceived as belonging to an essentially (specifically) distinct type from that of the medieval world; we can no longer go back to the *sacrum imperium* of the Middle Ages.

In Chapter V Maritain continues the theme of the last chapter and shows in detail that, according to his view, the new Christendom will imply a secular Christian, not a consecrational, conception of the temporal order. It will be an integral or theocentric humanism. In opposition to the totalitarian conceptions of the State, it will be a pluralistic commonwealth, which will gather together in its organic unity a diversity of social groupings and structures which embody positive liberties; this will involve a change to the primacy of quality over quantity, of work over money, of the human over technical means, of wisdom over science, of the common service of human beings instead of the covetousness of unlimited individual enrichment or a desire in the name of the State for unlimited power.

In Chapter VI Maritain expounds "The Historic Possibilities of the Realization of a New Christendom" along the lines laid down in the foregoing chapters. He claims that the new Christendom which he envisions is a concrete ideal; the seeds of the future cultural society are present in the soil of today, although the exact time of its flowering cannot be foretold. The new Christian Renaissance depends to a great extent on the vocation to leadership among the intellectual elite and on the rehabilitation and spiritual integration of the masses. There is no real hope for the proletariat in the Marxist philosophy which turns the working class into a military and militant organization of revolution; the renovation of society can only be brought about through Christian principles, through a community of thought, of love and will, a passion for the accomplishment of a common aim, the achievement of a community which is not biological material as that of the race, and not sociologically material as that of the class, but justly and truly human. That is the historic mission of the working classes, and the destiny of humanity depends largely on their future attitude and action: Christianity alone is the salvation of the proletariat and, with it, of humanity and a new social order.

"The More Immediate Future" is discussed by Maritain in Chapter VII. The awakening of the Christian conscience to the strictly temporal social and political problems implied by the inauguration of a new Christendom will entail, he holds, the birth of new temporally and politically specified political formations, whose inspirations will be intrinsically Christian even though these temporal fellowships are secular in character. If the world is to be saved and renovated, eventually the atheist humanism of the dictatorship of the proletariat (Communism), the idolatrous humanism of Caesar (Fascism), and the zoological humanism of blood and race (National Socialism) must give way to the true integral humanism which draws its inspiration from the transcendental principles of Christianity. Maritain is convinced that the temporal Christian forces called for by the world are in the phase of preparation even now and, through the Providence of God, will lead to the victory of the true humanism of a Christian secular society.

Such is, in brief outline, the trend of thought

in Maritain's new book. The book is meaty, trenchant, illuminating, thought-provoking. Maritain digs deep into the cultural and economic history of the Western World to uncover the roots from which the parasitic offshoots of capitalistic liberalism, of socialism, and of totalitarianism have grown. It is the titanic struggle of man to preserve his personalist dignity as man against the destructive influences of a natural and man-made environment; and Maritain is optimistic enough to envision ultimate victory for the sorely tried masses of humanity under the banner of a progressive and indestructible Christianity, which has the inherent power to renew and rehabilitate a decadent society into a new Christendom. The general picture, though dark and gloomy, is not without light and hope. One must read the book in order to appreciate the depth and breadth of his world-wide outlook. Let us hope that his prognosis of the future is as accurate as his diagnosis of the past and the present.

Maritain has one disturbing peculiarity of style. Not only are some of his sentences of undue length, but he habitually interpolates extensive parenthetical material within the framework of a sentence, so that at times it is difficult to follow the continuity of his thought without rereading the sentence. This defect of style, however, is of minor importance, because the book deserves to be read more than once on the sheer merit of its contents.

We congratulate Jacques Maritain on his splendid achievement, and we are proud of his contribution to this vital problem. Needless to say, the book is urgently recommended.—*Celestine Bittle, O.M.Cap.*

Seventh and Eighth Grade Physiology

A Warp's Review Book. Paper, 124 pp. 40 cents to 25 cents (according to quantity purchased). Teacher's answer key free. Warp Publishing Co., Minden, Nebr.

Around the Year

By Horace Mann Buckley, Margaret L. White, Alice B. Adams, and Leslie R. Silvernale. Cloth, 346 pp. The American Book Company, New York, N. Y.

The fifth yearbook in the new "Road to Safety" series of supplementary readers. As in the earlier books, the argument for safety is made positively and cheerfully through the medium of interesting stories, true accounts of adventures and disasters.

Suggestions for Developing a Social-Studies Program

By Lester K. Ade. Bulletin 411 of the Pennsylvania Dept. of Public Instruction, Harrisburg, Pa.

A statement of principles on which the social-studies program in the high school is to be developed; discussion of classroom techniques; and reports of units.

Practical Electricity

By John E. Crawford. Cloth, 293 pp. \$1.96. Bruce Publishing Co., Milwaukee, Wis.

A simple presentation of the working principles of electricity for class use or for private reading.

A Study of the Physical Assets of the U. S. By Rev. Edward A. Keller, C.S.C. Paper, 140 pp. Bureau of Economic Research, University of Notre Dame, Notre Dame, Ind.

An outline of a survey (1922-33), described as a Primer of Economics or an Essay in Adult Education.

Community Mass (Missa Recitata)

Arranged by William H. Puetter, S.J.; revised by Gerald Ellard, S.J. Paper, 28 pp. 5 cents. The Queen's Work, St. Louis, Mo.

No Smut

Student Committee for Decency-in-Print. Paper, 20 pp., illustrated. The Ave Maria Press, Notre Dame, Ind.

(Concluded on page 17A)



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Catholic Education News

Significant Bits of News

¶ To measure and plan the growth of Christian Democracy is the objective of the second National Catholic Social Action Conference to be held in Cleveland, Ohio, June 12-14, under the auspices of Bishop Schrembs and the N.C.W.C. High-school courses in economics, credit unions, the Negro in industry, housing, rural life, and international economic relations will be among the subjects discussed. ¶ Five summer schools of Catholic Action will be held for one week each during the summer at Washington, D. C., Chicago, Denver, New York City, and San Antonio, Texas. Courses will be given in liturgy, leadership, publicity, organization, consumer co-operation, literature, democracy, recreational activities, catechetics, mental prayer, vocational guidance, parliamentary law, the Mystical Body,

study clubs, and economics. Preregistration may be made and information obtained from the Sodality of Our Lady Headquarters, 3742 W. Pine Boulevard, St. Louis, Mo. ¶ Most Rev. Juan Subercaseaux, bishop of Linares, Chile, and Rev. Dr. Gustave Weigel, S.J., an American professor of theology at the University of Chile, Santiago, are now in the United States to secure help for the earthquake-stricken dioceses of Chile. Dr. Weigel says that there is a need for an American college in Chile. Another American priest in Chile is Rev. John Werez, S.V.D., who teaches English in the German College of Santiago. There are four American nuns working in Chile. ¶ The first Catholic school in the Kalahari, the desert of South Africa, has been opened by the Oblates of Mary Immaculate at Heuningolei. ¶ The June Mission Intention released by the national office of the Society for

the Propagation of the Faith is: "For the welfare of the great number of Christians that have embraced the Faith in Central Africa."

¶ Rev. Isidore Cwiklinski, O.F.M., rector of St. Bonaventure College, Sturtevant, Wis., has been appointed provincial of the newly formed province of Polish Franciscans in America. Father Cwiklinski will succeed Father Cyril Piontek as president of St. Bonaventure College.

Personal News Items

¶ REV. MARTIN P. LARKIN has been appointed superintendent of parochial schools in the Diocese of Duluth. ¶ SISTER FLORENCE (BROWN), a member of the Sisters of St. Mary for 56 years, died April 12, at Davenport, Ia., where she had been a teacher at St. Katherine's School. She was born in England, February 7, 1885; entered St. Mary's Convent, Kenosha, Wis., and Peekskill, N. Y. From 1907 to 1917 she was assistant to the superior of the western province. ¶ DR. EDWARD A. FITZPATRICK, dean of the graduate school of Marquette University, president of Mt. Mary College, Milwaukee, and editor of THE CATHOLIC SCHOOL JOURNAL, will receive the honorary degree of doctor of humane letters (S.H.D.) from Loyola University, New Orleans, on June 5 when he will deliver the Loyola commencement address. ¶ DR. WILLIAM A. FITZGERALD, librarian of Brooklyn Preparatory School, Brooklyn, N. Y., is the new president of the Catholic Library Association. ¶ BROTHER LAWRENCE P. DRUFNER, S.M., has completed 50 years as a Brother of the Society of Mary. He is now retired from active duty and living at the University of Dayton. ¶ DR. JEROME GREGORY KERWIN, dean of students in the department of social sciences at the University of Chicago, is a Catholic layman who has done much in a quiet way for the spiritual good of his community. "For 15 years," he said recently, "I have kept a weather eye out for Catholic students." He favors the idea of Catholics taking part in civic organizations. Much good, he says, can be done by the example of Catholics and by their merely belonging to these organizations. ¶ DR. JOHN L. MCMAHON, of the Catholic University of America, is the new president of the Catholic Association for International Peace. ¶ HERBERT S. VOORHEES, who had been a teacher in the public schools of Fort Wayne, Ind., for 36 years, died recently. He had been, before his retirement at the age of 77, director of the science department of the South Side High School. In a lengthy obituary editorial the Fort Wayne News said: "The matter whose 'laws' Mr. Voorhees understood so well, he accounted as nothing beside the great invisible, intangible, imponderable essences of the human mind and soul and character." ¶ DR. RICHARD J. PURCELL, head of the department of history at the Catholic University of America, contributed 167 biographical sketches to the new Dictionary of American Biography.

Father Roy Heads Association

Rev. Percy A. Roy, S.J., dean of the college of arts and sciences of Loyola University of the South at New Orleans, has been elected president of the Southern Association of Colleges and Secondary Schools. He is the first priest to hold the presidency of the Association, which has a membership of 141 colleges, 48 junior colleges, and 1,250 high schools of which it is the accrediting agency.

Public-School Relations

¶ The public library at Hartford, Conn., has compiled an annotated list of books for children of Catholic grade schools. ¶ In opposing the Thomas bill now before Congress, the Catholic College Press Association says: "There must be no regimentation of ideas in this country. Our schools must be free even as our press, radio, speech, and religion should be. The federal aid-to-education act would result in an ever-expanding bureaucracy which, at enormous expense to the taxpayers, will control the program of local schools, the teacher training, their administrators, and their pupils, making them all parts of a powerful machine for the shaping and directing

(Continued on page 14A)

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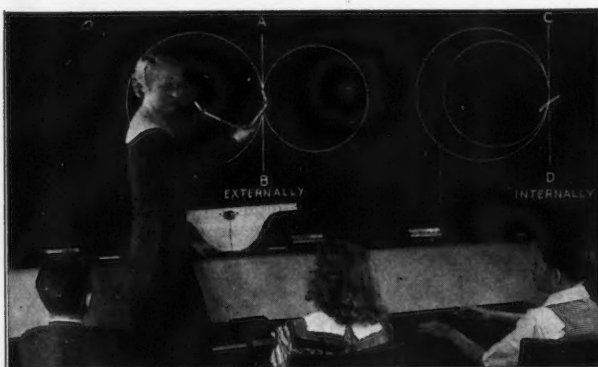
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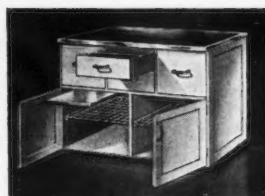
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Representatives in Principal Cities

Catholic Education News

(Continued from page 12A)

of public opinion." ¶ The Missouri legislature has passed a bill permitting the state and school districts to transport pupils to parochial schools.

¶ Speaking before a subcommittee of the United States Senate, Rev. Dr. George Johnson pointed out the injustice in Senate Bill 1305 which would deprive parochial-school pupils of certain general welfare benefits given to public-school children through federal aid.

High Schools

¶ Aquinas High School, La Crosse, Wis., again has been placed on the list of schools receiving complete recommendation for accreditation by the North Central Association. Aquinas has held this recommendation since 1931. ¶ Manhattan High School of Women's Garment Trades, a public school in New York City, is practically self-supporting through the store it maintains for the sale of student's work. ¶ Campion High School, Prairie du Chien, Wis., has a new form of reports to parents, arranged by the principal, Rev. A. J. Muntsch, S.J. It covers a wide range of critical points that have been found to be most common in the case of the average student. ¶ St. Scholastica's School for Girls, Chicago, is providing for the students a series of lessons in personality. "Miss Glamour Girl" is definitely out, says the teacher, Mrs. Louise Mitchell. She is being replaced by "Miss Culture."

What the Colleges Are Doing

¶ Loras College, Dubuque, Ia., has just received a new "Document of Administration" from its chancellor, Most Rev. Francis J. L. Beckman, bishop of Dubuque. A significant statement in the Document is entitled "The New Policy." This new policy calls for a proportional encouragement of accredited instruction in the fine arts, especially music, drama, and the graphic arts. It contemplates "the gradual establishment within the liberal-arts college, of a completely equipped and fully accredited school of fine arts." An appendix to this constitution urges the co-operation of Loras College and Clark College in the fine arts, with the idea that their faculty of music will "generally supervise the instrumental and vocal activities throughout the Catholic schools of the city." ¶ St. Mary College, Leavenworth, Kans., recently held a Social Usage Symposium. ¶ Marquette University, Milwaukee, has one of the best working libraries in scholastic philosophy in the United States. A complete set of the works of St. Thomas Aquinas, acquired recently, supplies a number of the minor works not hitherto available. An effort is now being made to secure an authoritative set of the works of St. Bonaventure. ¶ The University of Notre Dame has announced an expansion of graduate work in social science. In charge of the new director, Professor Frank T. Flynn, there will be new courses of studies and new fieldwork in co-operation with social workers in the city of South Bend. ¶ The Catholic University of America is planning a national essay contest for members of Catholic colleges on "What the Catholic colleges can do in co-operation with the Catholic University of America to promote Christian democracy in our country." Judges will be Archbishop Stritch of Milwaukee, Brother Leo, F.S.C., of St. Mary's, Calif., and Judge Harold M. Stephens of the United States Court of Appeals, District of Columbia. ¶ St. John's University, Collegeville, Minn., adopted a novel device to visualize what would happen if our country were engaged in a war at the present time. A special four-page edition of *The Record*, the college newspaper, printed in maroon ink was given over to news of the war activities of faculty and students, illustrated with numerous pictures of the men in the news. Prominent place was given to notes about those killed. An editorial explained the device and urged all readers to write to their congressmen in behalf of preserving American neutrality. ¶ St. Francis Xavier University, Antigonish, N. S., has become well known for its remarkably successful work in adult education. Self-help is the key to its success; it teaches people the art of co-operation in

order to be free from the enslavement of the capitalistic system of industry. ¶ Xavier University, conducted for Negroes by the Sisters of the Most Blessed Sacrament at New Orleans, was honored recently when its *Bulletin* and a printed report by the Family Service Society were judged the best among 50 house organs and annual reports criticized by the city's Advertising Club. ¶ St. Mary's College (California) on April 25 observed its annual Padre Day on which it honors the priests of the archdiocese and especially the 50 former students who have been ordained. ¶ Fordham University has had some 15 bishops connected with the institution in some way, two of whom have become cardinals. Most Rev. Francis J. Spellman, the new archbishop of New York, was a member of the class of 1911 of Fordham College. Most Rev. John Hughes, the first archbishop of New York, was the founder of Fordham. ¶ Fordham University held its second Foreign Political Congress, April 22-24, in the form of an Inter-American Congress in which many quasi-official spokesmen for the Latin-American nations took part.

NEWS OF THE CONFRATERNITY OF CHRISTIAN DOCTRINE

National Catechetical Congress at Cincinnati in November

The fifth National Catechetical Congress of the Fraternity of Christian Doctrine will be held in Cincinnati, Ohio, November 4-7, 1939, under the patronage of His Grace, Most Rev. John T. McNicholas, O.P., S.T.M., archbishop of Cincinnati. The general chairman of the convention is Rev. John E. Kuhn, 29 East Eight Street, Cincinnati, Ohio.

The general theme of the 1939 convention will be: The religious instruction of all those outside of the Catholic-school system, through the Parish Unit of the Fraternity, by:

- School-year religious-instruction classes for Catholic children in public schools;
- Religious vacation schools as a supplement to school-year religious instruction;
- Religious correspondence courses;
- Religious discussion clubs;
- Religious instruction of children by parents in the home;

Presenting the Faith to non-Catholics.

An attendance of 50,000 people is expected, including the hierarchy, priests, religious, and lay people. There will be 15 general sessions for all; 40 sectional meetings for various groups; demonstrations of actual teaching; separate sessions for clergy, religious, and lay delegates; committee meetings; and a teachers' institute. An extensive commercial exhibit of the works of publishing houses will be of interest to all. There will also be educational exhibits of the work being done in various dioceses. Rev. Edward B. Kotter, 29 East Eight Street, Cincinnati, Ohio, is in charge of the exhibits.

Every parish in the country is urged to send delegates to the convention. The official proceedings of the Congress will be published after the convention. The price for this will be \$1.50 plus 15 cents for postage. Advance orders may be sent to the National Center of the Fraternity of Christian Doctrine, 1312 Massachusetts Avenue, N. W., Washington, D. C.

Milwaukee Provincial Congress

The first Milwaukee Provincial Catechetical Congress met at La Crosse, Wis., April 27-29, under the direction of Most Rev. William R. Griffin, D.D., auxiliary bishop of La Crosse. The keynote address was delivered by His Excellency, Most Rev. Samuel A. Stritch, archbishop of Milwaukee. After briefly tracing the general history of the Fraternity from the famous letter of Pope Pius X, His Excellency stressed the canon law ordering a Fraternity of Christian Doctrine promulgated by the late Pius XI. Referring to the necessity for positive methods in teaching religion, he said, "In teaching Catholicism we must enlighten the mind and exercise the will in the light of the truths of the Church." He pointed out how necessary it was to draw

from a truth a practical lesson that will be part of the life of the child.

On Friday morning a private meeting of the clergy stressed "the work of everyone in the Fraternity of Christian Doctrine." A similar program was worked out for the Sisters and the laity. Such phases as "The Initial Activity of the Fraternity" (the teaching of Religion), the national and diocesan organization, the parish units from director to helpers and parent educators were discussed by Rev. P. W. Bartholome, Most Rev. E. W. O'Hara, Rev. F. Gregory Smith, Miss Josephine Brownson, Miss Miriam Marks, and Rev. John Kuhn.

The youth and laity had separate meetings Friday night both discussing lay leadership. The youth panel stressed the Church needing an articulate Faith with such topics: "Dare to Be Different"; "Christ Sprinkled Catholics." Rev. John Cavanaugh, C.S.C., discussed the activities for youth. The adult group centered its talks about the religious discussion clubs.

The Institute for Religion Teachers was the feature on the final day. Miss Josephine Brownson told the story of the Detroit program and Rev. Aloysius Heeg, S.J., discussed methods of teaching the Holy Mass. During the afternoon actual graded classroom demonstrations in teaching the Mass in catechetical centers were presented.

A College-Sponsored Congress

The first college-sponsored regional catechetical congress of the Fraternity of Christian Doctrine was held at St. Mary's College, Notre Dame, Ind., April 21-23. The congress was held under the patronage of Most Rev. John F. Noll, bishop of Fort Wayne, at the invitation of Sister M. Madeleva, C.S.C., president of St. Mary's College.

Approximately a thousand delegates attended, including priests, Sisters, students, C.Y.O. members, and members of the N.C.C.W. Representatives from the national center of the Fraternity were headed by Most Rev. Edwin V. O'Hara, chairman of the episcopal committee.

A Religion Discussion Club Institute was held on the first day at which Rev. F. Gregory Smith demonstrated methods used in study clubs. He urged college students to become leaders in these clubs. At the first general session Bishop O'Hara spoke on, "Why a Fraternity in Every Parish." Real Catholic Action, he said, is the sharing of the work of the hierarchy whose work in turn is to "go and teach." Miss Miriam Marks, national secretary, discussed the Religious Vocation School.

The Religion Teachers' Institute on Saturday morning was designed to demonstrate methods of teaching various grades of students.

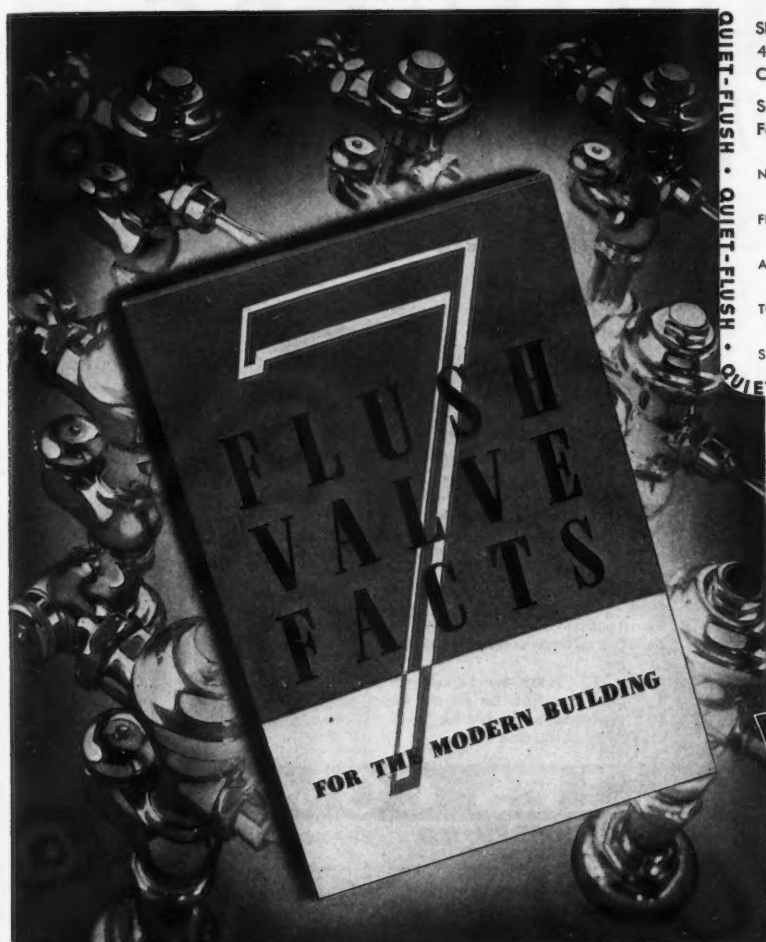
Bishop Noll made a plea for an educated and articulate laity to defend the Church against her enemies which are active throughout the world and have wrought such havoc at the present time in Europe. "Could Hitler," he asked, "have successfully launched war against God and His Church, against Christian education and the Christian press, if the people of Germany, Catholic and Protestant, loyal to their convictions, had countered the Swastika with the cross of Christ? What if a handful of men had been executed for leading the defiance, if the 70,000,000 had won the battle for Christ and united the nation behind a free Church in a free State? You say that the people did not suspect that Hitler would attack the Church when they rallied behind his political solidarity program. Neither do people suspect other enemies of the Church, who solicit support only on economic and political grounds."

St. Paul Provincial Congress

The first Provincial Catechetical Congress was held at St. Paul, Minn., April 11-13. The purposes of the Fraternity were explained by various speakers. Among those mentioned are: religious instruction to Catholic children who attend public grade and high schools; the training of lay Catechists; instruction of adult Catholics and students in secular colleges through discussion clubs; education of parents in methods of teaching religion.

Rt. Rev. Alcuin Deutsch, abbot of St. John's

(Concluded on page 16A)



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(Concluded from page 14A)

Abbey, Collegeville, Minn., made a significant statement at the meeting, to the effect that all the necessary natural means for accomplishing the ends of the Confraternity will not suffice without the supernatural means of grace and prayer.

New Orleans Provincial Congress

The first Regional Catechetical Congress of the Confraternity of Christian Doctrine was sponsored by His Excellency Most Rev. Archbishop Joseph F. Rummel, in New Orleans, April 27-29.

The program featured the contributions of eight members of the Hierarchy, ten nationally known speakers, 25 diocesan directors and priests, and 150 religious and lay delegates.

There were 80 demonstrations, 40 religion classes conducted by experienced teachers, and 40 group demonstrations of methods for discussion clubs. The work of the closing day consisted of an Institute for Teachers of Religion—Sisters, Brothers, and lay teachers.

A special feature of the Congress was an exhibit by publishers showing what is standard and what is new in catechetical literature—books, pamphlets, periodicals, charts, maps, pictures, and various kinds of visual aids. There were also diocesan exhibits of work done in the dioceses of the Province of New Orleans.

COMING CONVENTIONS

¶ June 12-14. National Catholic Social Action Conference, at Cleveland, Ohio. Rev. Robert B. Navin, Seminary of Our Lady of the Lake, Cleveland, secretary. ¶ June 18-24. American Library Association, at San Francisco, Calif. Carl H. Milam, 520 North Michigan Ave., Chicago, Ill., secretary. June 18-24. National Conference of Social Work, at Buffalo, N. Y. Howard R. Knight, 82 North High St., Columbus, Ohio, secretary. June 19-22. National Conference on Visual Education and Film Exhibition (DeVry Foundation). Headquarters, 1111 Armitage Ave.,

Chicago, Ill. ¶ June 19-24. American Association for the Advancement of Science and Associated Societies, at Milwaukee, Wis. Dr. H. B. Ward, Smithsonian Institute Bldg., Washington, D. C., secretary. ¶ June 20-23. American Home Economics Association, at San Antonio, Tex. Lucy Rathbone, University of Texas, Austin, secretary. ¶ June 22-24. Catholic Press Association, at New York, N. Y. Joseph H. Meier, 64 West Randolph St., Chicago, Ill., secretary. ¶ June 24-29. National Graphic Arts Educational Guild, at New York, N. Y. William R. Baker, Washburne Trade School, Chicago, Ill., secretary. ¶ June 26-28. Franciscan Education Conference, at Chateauguay Basin (near Montreal), Canada. Rev. Claude Vogel, O.M.Cap., Capuchin College, Washington, D. C., secretary. ¶ June 27-28. Catholic Theatre Conference (First National), at Washington, D. C. Rev. Thomas F. Carey, O.P., Ph.D., Catholic University, Washington, secretary. ¶ June 27-30. National Benedictine Educational Association, at Mt. Angel, Oregon. Rt. Rev. Lambert Burton, O.S.B., St. Martin's Abbey, Lacey, Washington, secretary. ¶ July 1-3. National Laywomen's Retreat Movement, at New York, N. Y. Mrs. John J. Harrington, Waltham, Mass., secretary. ¶ July 2-6. National Conference on Student Participation in School Administration, at San Francisco, Calif. Nellie Marie Quinn, Parker High School, Parkway, Chicago, Ill., secretary. ¶ July 2-9. National Education Association, at San Francisco, Calif. W. E. Givens, 1201 Sixteenth St., N. W., Washington, D. C., secretary. ¶ July 28 to August 3. Catholic Central Verein of America, at San Francisco, Calif. Albert Dobie, New Haven, Conn., secretary. ¶ August 6-11. Eighth Biennial Congress of the World Federation of Education Associations, at Rio de Janeiro. Headquarters of the Association, 1201 Sixteenth St., N. W., Washington, D. C. ¶ August 27 to September 9. Catholic World Congress of University Federations, at Catholic University, Washington, D. C., and Fordham University, New York, N. Y.

Pittsburgh Report Encouraging

A recent report of Rev. Paul E. Campbell, diocesan superintendent at Pittsburgh, Pa., shows a total enrollment in June, 1938, of 79,770 pupils, a decline of 932 from June, 1937. This represents a decrease of 1,470 pupils in the elementary grades and an increase of 538 in the high schools.

The fact that some parishes, which had been furnishing bus transportation to pupils, have been obligated to discontinue this service for lack of funds is, in part, responsible for the decline in enrollment. The greatest factor, however, is the low birth rate in the year 1932 from which the present first grade draws its pupils. The birth rate has been increasing since that time. Population of the diocese in 1936 was 634,040; in 1937, it was 643,477.

Benedictines to Meet

The National Benedictine Educational Association will hold its annual convention at Mount Angel, Ore. June 27-30, according to an announcement made by the Rt. Rev. Lambert Burton, O.S.B., secretary of the Association. The general theme of the convention will be "Benedictines in the Field of Education." The speakers will represent all parts of the United States.

Boys Town Expands

Plans for a \$635,000 building expansion program at Father Flanagan's Boys Town (Boys Town, Nebr.) are now under way. They include four new dormitories to house 125 boys each. This will permit increasing the enrollment of Boys Town from 200 to 500 boys.

Seein's Believin'

The primary teacher had been explaining that drinking milk makes children healthy, gives them rosy cheeks, etc.

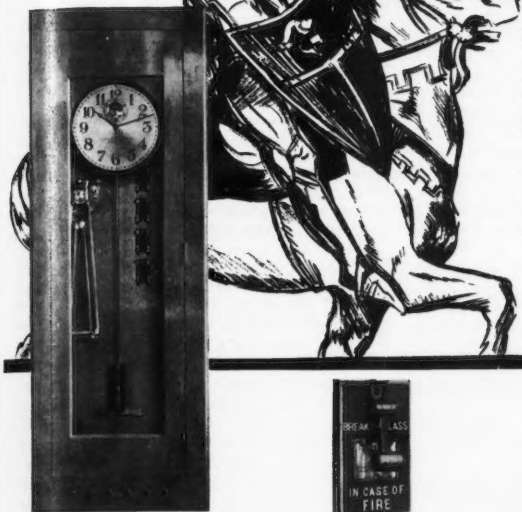
Teacher: Now, David, what makes big sister's cheeks so red?

David (promptly): Rouge, Sister.

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New Books

(Concluded from page 210)

The Press in the Service of Faith and Reason
104 pages. Marquette University Press, Milwaukee, Wis. 1939.

This book contains the addresses and other material presented at the Catholic School Press Association's biennial congress which was held October 15-16, 1938. The book is divided into three parts. Part One contains an introduction by J. L. O'Sullivan, dean of the college of journalism, of Marquette University. The rest of the section is devoted to reprints of the following speeches: "The Modern Denial of Faith and Reason" by Rev. James M. Gillis, C.S.P.; "The Significance of Reason" by Dr. John Riedl; "Faith" by Rev. F. McCormick, S.J.; "The Position of the Press" by David Host; "Sanctification of the Intellect" by Rev. Gerald B. Phelan; "The Catholic Journalist's Opportunity" by Rev. Donald F. Miller, C.S.S.R.

The second section of the book contains the address by Sister M. Madeleva, C.S.C., on "Catholic Literature"; notes on Rev. Daniel A. Lord's inspirational talk on "The Value of Catholic School Journalism"; "Righting the Writer" by Robert L. Otto; and Rev. Franklin J. Kennedy's discussion of "Interesting the Reader."

The last section gives brief explanations of the committee's work on, and some concrete suggestions for, the College Newspaper, the Junior-High-School Publication, the High-School Paper, and the Magazine.

This book is indispensable to anyone interested in Catholic School Journalism. The relation of the Press to Faith, Reason, and the Intellect is uniquely treated by competent authorities. — R. S. F.

The Rockefeller Foundation

By Raymond B. Fosdick (president of the Foundation). Paper, 72 pp. The Rockefeller Foundation, New York, N. Y.

A review of the work of the Foundation for 1938.

Consumer Education

A news letter, about 6 pages. Published monthly, except in July, August, and September, by the Institute of Consumer Education, Stephens College, Columbia, Mo. Free to educators; 25 cents a year to others.

Presents latest news in the field of Consumer Education. Also valuable as a bibliography of books and publications in the field.

Vocational Guidance Digest

Ed. by L. R. Martin. Monthly (September to June), 32 pp. \$2.50 per year. Stanford University Press, Stanford University, Calif.

A digest of material in current periodicals and in unbound form. A great deal of useful and interesting information regarding employment opportunities; especially suggestive of new kinds of business and work.

How Fare American Youth?

By Homer P. Rainey and Others. 186 pp. \$1.50. D. Appleton-Century Company, New York, N. Y. 1937.

A Report to the American Youth Commission of the American Council on Education. A brief but withal comprehensive exposition of youth problems—the conditions they are facing, the educational opportunities which are theirs, the economic chances they now have, and the help they need. In discussing the pros and cons of these problems the American Youth Commission of the American Council on Education has done a notable piece of work showing research, observation of, and consultation with youth.

The discussion, however, contains doctrines regarding marriage relations which no Catholic may condone, abet, or palliate because: (1) They offend against the precepts of God, moral law, and the law of nature, and consequently, (2) They outrage the conscience and go directly counter to the religious principles of Catholics and all right-minded Christians. (3) There are close to 2,500,000 Catholic children in the public school of the country. Their parents cannot in conscience allow them to be indoctrinated with the kind of philosophy that is embedded in the Report under discussion.

With chapters teaching such doctrines no Christian, and most certainly no Catholic, dare consider this work a contribution to "youth literature." Too bad that so much otherwise constructive matter should be so vitiated, and that by the Youth Commission of the American Council on Education. — S. M. S.

The Road to Anywhere

By Frances Maule. 196 pp. \$1.50. Funk & Wagnalls Company, New York, N. Y. 1938.

An introduction to office careers, business opportunities, and employment requirements for women. It disproves the old, much-quoted, but never necessarily true, expression, "once a secretary, always a secretary!" The bizarreness of the jacket—the picture of an overtrouged stenographer carrying a typewriter and running on *The Road to Anywhere*—seems to have penetrated into the work, as evidenced by the noticeable use of inelegant English and ordinary newspaper diction. — S. M. S.

Take It Away, Sam!

By Paul Wing. 310 pp. \$2. Dodd, Mead and Company, New York, N. Y. 1938.

The above title is misleading and does not do justice to this informational story of Sam Hubbard's radio career. Over and above being the record of the up-climb of a healthy, ambitious and righteous young man, it is a manual of instruction in story form on all radio jobs from the messenger boy on to that of the executive. The author has drawn the career of the main character from his own experience, dating from almost the beginning of broadcasting up to his current well-known radio activities, especially as conductor of his own popular "Paul Wing's Spelling Bee." A strong book for all interested in radio, but especially for older boys.

Marionettes Teach Them

By Sister Marie Anthony Haberl, S.L. Paper, 36 pp., illustrated. 50 cents. Miles and Dryer Printing Co., Denver, Colo.

A well-written and well-illustrated booklet explaining the educational uses of puppetry, manufacture of puppets, arranging the plays, the stage, etc.

Little Patron of Gardeners: the Good Saint**Fiacre**

Story by Catherine Beebe. Pictures by Bobb Beebe. 40 pp. \$1. Longmans, Green and Company, New York, 1938.

Just as seed catalogs were being paged came this story of St. Fiacre, Patron of Gardeners. As a child in Ireland, Fiacre was asked by the peasants to sow their grain for them, for he had the "growing hand." All through his life he had a special love for making things grow. At eighteen, because of unsettled conditions in Ireland, he sought retirement in France. There, to his great delight, he was told to enclose as much ground as he could walk around in a day and make a garden.

He is the patron saint of Brie and of cab drivers. How his very touch made things grow, what happened in Brie, how he became the patron of cab drivers, why the cabs in France are called *fiacres*, and how he disliked war and loved peace is told in this simple but lovely story. The illustrations in black and white—one on every alternate page—are an integral part of the book. With little Fiacre as the central figure, they are so captivating, so fully descriptive that one can imagine a small child caressing each picture. O, for sufficient means to supply every Catholic school in the land with a copy of this book!—S. M. S.

Saints by Request

By Joan Windham. 125 pp. \$1.50. Sheed and Ward, New York, 1937.

This book was written to satisfy at least a few of the children who read the author's two previous books, *Six O'clock Saints* and *More Saints for Six O'clock*, and who, not finding their own patron saint among them, asked the author why. *Saints by Request* is her answer.

Miss Windham has a marked ability of adapting lives of saints to the language and experience of primary grades. Simple language and the dialog method of telling these stories will appeal to children. Moreover the volume can very well serve another purpose. Brief religious plays are often needed by our Catholic teachers. Inventive teachers can easily arrange these lives as short religious dramas.—S. M. S.

Petite Suzanne

Written and illustrated by Marguerite de Angelis. \$2. Doubleday, Doran and Company, Inc., New York, 1937.

A story of the simple, lovable French Canadians of the Gaspé Coast. The author introduces little Suzanne watching a tourist lady paint in bright colors the familiar scenes on the shore. The homely everyday happenings as well as the unusual experiences, such as a visit to Bonaventure

Island, are described vividly in language adapted to petite Suzanne's age. A delightful Christmas celebration adds to the color and child interest. The character of the illustrations gives distinction to the simple story and adds to its decidedly Catholic tone.—S. M. S.

The Story of Buffalo Bill

By Shannon Garst. Illustrated by Carle Michel Boog. Cloth, 237 pp. \$1.75. The Bobbs-Merrill Co., New York, 1938.

This is a rehearsal, in book form, of the once famous Buffalo Bill Wild West Show, at least from the time Bill is thirteen years old, for we have recounted here Bill's entire life. Shannon Garst, the author, lives in Douglas, Wyo., in the heart of the Buffalo Bill country, which fact accounts for his being steeped in the lore of this famous "King of the Plains."

As boys—and girls, too—read this book they will find that it is more than just a story of Buffalo Bill. It is the story of his times as well—the story of our West at its wildest and wooliest—the West which in Buffalo Bill's time meant the northern half of our country from the Mississippi to the Rocky Mountains, the West in the years during which exciting adventures were in the very air.

Besides Buffalo Bill the reader learns something of several other noted scouts: Kit Carson, Jim Bridger, William Baker, Wild Bill Hickok, A. G. Boone, and the Pony Express boys. Sheridan, Sherman, and other Civil War heroes enter the list also. What a story for boys from the fifth grade up!—S. M. S.

The World and Man

Edited by Forest Ray Moulton. Cloth, 521 pp. \$3. University of Chicago Press, Chicago, Ill., 1937.

The learned authors stress in this work the incontrovertible truth that the foundation of science is confidence in the orderliness of the processes of nature, and the firm conviction that these processes have operated in orderly fashion from the beginning of time. The work is a scientific symposium treating of the physical and biological worlds, and of man as a part of these worlds. Written by thirteen eminent scientists, it is authoritative, up to date—the scientific story of the remarkable advances made in the physical and biological science since the appearance, in 1926, of a successful predecessor volume, *The Nature of the World and of Man*.

Starting with astronomy, the reader passes rapidly beyond our earth to other worlds. In geology he speculates on the origin of the earth. In the chapter "Particles and Waves" he makes an effort to penetrate the mysteries of atoms and electrons. In "Chemical Processes" he learns of the combination of atomic units. From the

"Nature and Origin of Life" he passes to "The Problem of Life and Reproduction in the Plant Kingdom," and then on to "Physiological Processes." The student has here new material and freshly written contributions in proof that science consists much more of the relationships among the objects with which it is concerned than of lists of physical and biological units.

But in all allusions to the origin of man, specifically in Chapter V, "The Nature and Origin of Life," Chapter VI, "Vertebrates" and Chapter IX, "Physical Processes" the stand taken is decidedly Darwinian. Catholic students must perforce disagree with the evolutionary and mechanistic theories of the authors of these chapters and adhere to their own convictions. Outside of these deviations the work is factually scientific embodying the latest findings, a rich contribution to general science literature on the college and university levels.

In his preface to the work the editor assures his readers that before a line of the volume was written the several authors held a series of conferences to insure co-ordination in the finished book. This they have achieved. The work shows a larger degree of unity than is usually found in works of like collaboration.

The book is intended as a one-volume text for an introductory course in general science. It may also be used as "Readings in General Science" or as a reference work for students wishing to delve more deeply into their favorite phases of physical or biological science.—S. M. S.

The Long Tomorrow

By Evelyn Voss Wise. Cloth, 353 pp. \$2. Appleton-Century Book Co., New York City.

Apart from the simplicity and setting of this story, together with some characters finely chiseled there is not more to recommend this novel. It is a story told of the work of a priest with prairie farmers in Minnesota. The story is based chiefly upon the material aspect of the priest's life rather than his actual work in a spiritual calling. The motive of his work is sadly wanting in its true meaning and purpose. The strong religious background is skipped over with the hint that the authoress has failed in her interpretation. The development of a farmers' co-operative is enlightening but hardly of sufficient interest for a novel.

Tom Sawyer

By Samuel L. Clemens. Cloth, 251 pp. 39 cents. Bruce Humphries, Inc., Boston, Mass.

Well printed on wood-pulp paper.

Homemaking Cottages

Bulletin 322 of Federal Writers' Projects, WPA of Pennsylvania. Paper, 42 pp., illustrated. Published by Dept. of Public Instruction, Harrisburg, Pa.



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RCA Electric Carillons

Two new low-cost electric carillons, one which rivals a carillon of 26 bells and the other a five-note Westminster chime, have been announced by the RCA Manufacturing Company. They may be installed with any public-address system or electric-organ amplifier.

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Professional 16-mm. Projector

The DeVry Corporation announces a new professional 16-mm. *Arc Lamp Sound Projector* designed for large auditorium and theatrical use.

This machine makes possible the use of 16-mm. sound films in the largest of auditoriums, as it delivers a picture 20 by 24 ft. at a distance of more than 125 ft. from the screen. It has a 16-mm. reel capacity of 4,000 ft., which allows for a continuous running period of one hour and 45 minutes. Full details may be had from DeVry Corporation, 1111 Armitage Ave., Chicago, Ill.

Blind to See World's Fair

Blind children will be able to "see" the New York World's Fair by means of a series of miniature and accompanying Braille texts which are being prepared in the workshops of the Industrial Education Classes at Passaic, N. J. The projects will be made available in schools throughout the country.

Sanitary Hand Washing for Schools

"Showerway," a new device for sanitary hand washing has attracted a great deal of attention at recent educational meetings. The new device, at the pressure of the foot, releases a shower of warm water and liquid soap. The water is held in a six-gallon tank. It is heated electrically or by a kerosene heater.

Where there is running water the tank is connected to the water supply; otherwise it is filled by hand. Thus the "Showerway" can be used in the one-room rural school as well as in the modern city school.

Of special interest to the rural school is an additional provision of a tray holding cups which fits into the top of the unit. The pupils can put milk, coffee, or food into these cups to be kept warm for lunch.

A complete description and catalog may be had on request from the manufacturers, Lyon Metal Products, Inc., Aurora, Ill.



New Representatives for Seating Company

Mr. Albert D. McCarthy, formerly of the Wolkins Company, is now head of the New England sales department of the Heywood-Wakefield School Furniture division.

Mr. McCarthy, who has been selling school furniture and equipment for 35 years will be able to supply practical advice in seating problems to Catholic and public schools. He will be assisted by Mr. E. S. Istas, a factory-trained man. His office will be at 174 Portland Street, Boston, Mass.



A. D. McCarthy, Heywood-Wakefield Co.

Summer School of Dramatics

The Catholic Dramatic Movement, of Oconomowoc, Wis., will conduct its second Summer School in Drama at Marquette University in Milwaukee, for six weeks beginning June 26.

The school will teach practical stage work for parish schools, for C.Y.O. clubs, and for the professional Catholic stage.

Full information may be obtained from Rev. M. Helfen, Catholic Dramatic Movement, Oconomowoc, Wis.

New Catholic Magazine Appears

The Catholic Women's World, the first national Catholic magazine for women, has just appeared with the June issue. This new periodical aims to include all departments of interest to women—fiction, features, books, drama, women's clubs, child care, beauty, etc. Florence E. Cox, former president of the Women's Advertising Club of Detroit, is the editor. Editorial offices are at Marygrove College, Detroit, and the business office at 600 S. Michigan Ave., Chicago, Ill.

Conference on Visual Education

The ninth session of the National Conference on Visual Education and Film Exhibit (DeVry Foundation) will be held at the Francis W. Parker School (opposite Lincoln Park), 330 Webster Ave., Chicago, Ill., June 19-22. Both 16- and 35-mm. projectors, silent and sound, will be in operation daily. No charge is made for attending the conferences or exhibits. Membership cards in the Association may be obtained free by addressing: National Conference on Visual Education, 1111 Armitage Ave., Chicago, Ill.

Teaching Social Justice

An article entitled "The Just Wage" by Francis J. Friedel, S.M., in *The Young Catholic Messenger* (March 31, 1939) is the second one of a series interpreting the Papal Encyclicals for children.

A Shrewd Guess

The following was submitted by a sixteen-year-old boy in a history examination:

"The Doomsday Book was a book they used to take a page out of and wrap the dead with so they could pray when they went to be judged."